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### INDEX 1927

### THE NEW ERA [VOL. 8]

	В						PAGE
ut Everywhere Schools are Different				BER	YL F	ARKER	39
	C						
hildren's Bands				L. E. D	e Ri	ISETTE	10
oncerning Children and Music	• • •			FLEMING			20
onditioned and Unconditioned Freedom				ELISABE'			118
onservation of Childhood, The				MARIETT			141
reative Music Experiment in the Lin-							·
coln School, The	• • •	• • •		SATIS N	. Co	LEMAN	7
	D						
elegates to the Locarno Conference						• • •	116
ifficult and Delinquent Children			Н.	CRICHT			105
iscipline of Freedom and Means to							
Attain It, The			DR.	ADOLPHI	E FE	RRIÈRE	131
	E						
xperimental Research in S. African	_						
Education				E. G.	MAI	HERBE	81
					****		0,
1 17 1 4	F			D= 0	D		
reedom and Education				DR. O			129
reedom by Individual Mastery				LETON V			126
reedom: End or Means reedom of the Educator, The				Prof.			122
reedom of the Educator, The		• • •					
reedom Through Co-Education				• • •			163 158
reedom Through Environment							166
reedom Through International Under-		• • •	• • •	• • •	• • •	• • •	100
standing				• • •		• • •	151
reedom Through Method				• • •			153
reeing the Curriculum				Dr.	H.	Rugg	
	G						
roup Reports at Locarno	- '						171
Toup Reports at Bocarno		• • •	• • •	• • •		• • •	1/1
	I						
mpressions of the Second Locarno Con-					~		
ference		• • •	• • •	Α.	Swi	EETSER	114
ndividual Methods and the Primary		<b>,</b>	)n 0 **	W. Co	n.c.o.r	Driver	
School Teacher							133
ndividual Time-tables  nternational Bureau of Education				G			52
international Bureau of Education		• • •			*	• • •	32, 72

	L			PAGE
Language Medium Problem in S. Africa,			C II Coverno	6
The		• • •	C. H. SCHMIDT	96
	M			
Music as a Discipline			A. HUTTON RADICE	14
Music, Home			A. DOLMETSCH	17
Music Education in the U.S., Experi-				
ments in				23
Must there be Unmusical People?		• • •	H. JACOBY	26
	N			
Native Education in S. Africa			W. G. BENNIE	93
New Education Fellowship				66
New Education in S. Africa			Prof. F. Clarke	83
New Ideals in Education Conference				103
New Teaching of Music, The	<i>'</i>		T. H. YORKE TROTTER	10
Notes on a Few Schools (S. Africa)				98
Notes		• • •		62, 99
·	0			
Opposite Poles in Educational Theory		.,.	M. M. ALLTUCKER	46
Outlook Tower				
			, 01, 1	, , ,
Parents' Book-shelf, A				5-
Poetic Expression as a Foundation of		• • •	•••	65
Reading			S. LUDFORD	47
Problem of Native Education, The			J. D. RHEINALLT JONES	90
Psychological Freedom				-
	R		T) T) T)	4
Real Teachers for a New Age, The				102
Relativity of Freedom, The				119
Reviews		• • •	29, 6	07, 107
	S		· · · · · · · · · · · · · · · · · · ·	
School of To-Morrow, The			·	44
School Hygiene				55
Soul of the Child, The	• • •	• • •	DR. A. ADLER	5
S. Africa: New Education and Race Fellowship			W I VILLOEN	m.o.
S. African Roedean, The				79
2. Zamioum reocuent, The		* • • •	IX. DAKER	87
/ T 1 T-1 - T 1 - T-1	$\mathbf{T}$			
True and False Freedom in Education		•*••	G. LOMBARDO-RADICE	138
	Y			
Visit to the Children's University, N.Y., A	<i>A</i>			106
	W			
Whence and Whither of Day-Dreams, Tl			M CHADINION	<b>~</b> 0
vinence and vinither of Day-Dieams, 11	iic	• • •	M. CHADWICK	58

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#### The Outlook Tower

Again we have the pleasure of wishing our readers a Happy New Year. Our magazine is now entering its eighth year, a sturdy and fast-growing child, although not without occasional aches and pains (financial) which are the lot of all young things! Through the new form of membership to the Fellowship\* we hope in the coming year to consolidate and increase our work, and we beg all our readers to make one of their first New Year resolutions the joining of the Fellowship.

We have the machinery for spreading the news of the New Education all over the world, for researching still further into the problems relating to the child, but we need the fuel which members alone can supply to keep that machinery going. Will each reader see to it that his or her gift of fuel is sent during

1927?

The two chief items of our work during the year 1927 will be the Locarno conference and the tour for teachers, announcements of which appear on pages iii. and iv.

Teaching and the Collective Unconscious

In collecting information on the teaching of music from representative people in the New Schools, we are, of course, quite aware how little of the field we are able to cover in a quarterly magazine of 32 pages. For instance, we have not included the work of such a well-known man as Jacques Dalcroze, partly because he is so well known, but we are able to present enough material to show that in this department of education, as well as in others, there is a great revolt against formal teaching.

\*MEMBERSHIP.

Subscription to the English section of the Fellowship is £1 1s. 0d. per annum. Membership carries with it the following privileges:—

Receipt of the New Era quarterly magazine.
 Free use of the New Era Lending Library (with postal service). The Library contains all the latest books on progressive education, new

methods and psychology. Write for catalogue.

3. The right to use the London Fellowship office for information and assistance.

human being is linked to this great reservoir of force, the evolution of consciousness being but the release of its forces into conscious personal power. In the future is it not likely that we shall discover some method of adjusting the personal consciousness to the collective unconscious much in the same way that we now adjust our wireless sets to the special wave lengths of ether which we wish to contact? In this way we shall be able to tap the powers which lie within the collective unconscious and translate them into personal faculties. During the evolution of consciousness different stages are passed through, and we are now at a stage when consciousness

It seems to us that the different lines of thought in the New Education are work-

ing towards a discovery which will

revolutionise the whole of our educational

methods. Are we not seeking to tap the

sources of the collective unconscious which contains the potentialities of the

human race, and in which the past,

present and future are blended? Every

ways. Inevitably, therefore, the whole of our educational system is founded upon these processes and consequently we have been led to over-emphasise the value of form, of technique, of analysis in the

is functioning in analytical and material

teaching of all school subjects.

For instance, in Art, the Cizek school revealed the infinite possibilities of artistic expression that lie within every child, but for years in our art teaching children have been subjected to an analytical process whereby they were taught the technique of drawing and painting before they had experienced any desire to create. They were asked to copy the works of others until the majority of children lost their natural urge for self-expression, and, for the rest of their school days, produced endless copies of towel-horses, tumblers and top hats. These things are not Art. The spirit of Art must first be born in the soul and rejoice in its freedom. Later comes the time when the spirit will enjoy its struggles with the limitations of technique and find in them a further

extension of power.

Again, for years in the teaching of English the same process of first teaching technique has been followed. Grammar, with all its thumbscrews and racks upon which sentences are torn to pieces, paralyses the faculties of the children and inhibits expression of ideas. First should come freedom of expression, the creative urge should be released. Later the children will, of their own accord, feel the need to master the technique of language.

Even in teaching children to read, the method of breaking up words into phonetics has, in the opinion of many modern authorities, retarded children in written and vocal expression. Many of the modern school of thought, such as Dr. Decroly, of Brussels, some authorities in the U.S.A., and others, consider that children should be taught to read by seeing words and phrases as rhythmic

wholes.

A very interesting experiment has been carried on for a number of years by Miss R. Ludford, who is now lecturing on her method for the London County Council. Miss Ludford has worked with 350 children under seven years of age on a basis of the continuity of ideas. The recognition of written symbols follows automatically when once the ideas are enjoyed. Coloured illustrations of sentences from the poets are employed, and it is interesting to note that the poetry of Tagore has been found to evoke most response in the children. In our April number we shall print a detailed description of this method.

In the unconscious, all modes of expression exist potentially, such as language, art, mathematics. It is for us to discover methods of tuning the conscious to the unconscious in order to bring the faculty within the reach of the brain. It is in this evocation of the powers of the unconscious that the inspiration of the poet is so valuable. We must use something that will awaken the inner

forces of the child and this will never be done by rules of technique and insistence upon rigid forms. We are passing into a New Age whose keynote will be synthesis, and already we are groping, vaguely and inadequately, towards new truths which that Age holds in store. But when one realises the rapid advance in the domain of natural science during the last fifty years, one is encouraged to speculate on what developments may take place when an equal advance is made in psychology.

#### Music

Herr Jacoby and others tell us that there is no such thing as an unmusical person. Music is a fundamental expression of life, and everyone born into the world is innately musical, but in many the music faculty is inhibited in the early years, and individuals are rendered seemingly "unmusical" for life. ticularly should expression in song be the possession of everyone. Song is an early mode of expression among primitives and children, and it is only the habits of our present civilisation which have inhibited its natural expression. To-day the majority of adults are quite unable to express themselves in song. In the past, song was intimately related to life. The people sang at their household tasks, at their weaving, their washing, while waiting on the shore for their men to return from the sea. Cedar Paul has recovered for us some of the magic of these past days by her beautiful rendering of the songs of the Hebrides and other lands. All who can should hear her at the series of recitals which she is now giving.\* Miss Paul is willing to visit schools and we can highly recommend her.

<sup>\*</sup>At the New Chenil Galleries, Chelsea, 19th January, 16th February, 30th March, at 8.30 p.m. Tickets 5/9. Miss Cedar Paul is a singer of oldworld songs and a teller of tales and sagas collected from the lore of many nations. These songs and tales are the creation of the people and one of our most valuable possessions in the realms of music and literature. Miss Paul enshrines each song in a literary framework in the shape of verbal description of the environment in which the song arose.

We hope that singers and musicians will help us more and more to bring song back into modern life by presenting us with songs that express the modern spirit and may enter into our work-a-day lives.

One of the causes of the inhibition of the musical faculty is ridicule, producing an inferiority complex. We heard the other day of a small boy of six years who joyfully sang about the house, not perhaps always in tune. On going to school he joined lustily in the singing and was ridiculed by the teacher for being out of tune. From that day there was no more singing in the house. A small child is extremely sensitive to the opinion of others.

Another case which came to our notice was that of a woman who, while appreciating music, was considered unmusical. She attributed this condition to the fact that her mother, from the earliest days, had suggested to her that she could not sing or play, that she was not musical and

had "no ear."

Another case was that of a very shy The parents sought to cure this shyness by asking her to play the piano to practically every visitor who came to the house. The child began to dread the arrival of family friends, and would wait in a condition of great nervous anxiety for the moment when she would be called upon to perform. She developed a hatred of the piano and finally the parents, finding that no headway was being made, allowed the music lessons to be given up, thus shutting down musical opportunity for a lifetime. Had the parents been content to wait until the shyness was outgrown, all would have been well.

Bad teaching is also responsible for lack of expression. Children are started with scales which are quite meaningless to them. They see no point in the hours and hours of drudgery, often accompanied with many raps upon the knuckles. They cannot foresee the joys that come later to the maker of music who has mastered technique. In all the great fundamental expressions, such as art, music, language, the analytical method, the juggling with

forms, checks the flow of life, inspiration is inhibited. With the little child it is the same as with the genius—in the moment of unconscious expression technique is forgotten. The correct cycle of development is surely first to release the creative urge in the child, then when it is working freely through more or less chaotic forms, gradually to introduce technique which at that time will be a joy revealing still further possibilities of creation. When the technique is mastered and becomes a supple instrument in the hands of the creator, it takes its place as the handmaid of creation.

Again, the child is very dependent on the teacher. Most children can only learn readily from teachers who have sympathy and understanding. The relationship of the music teacher is essentially a personal one, and where there is a lack of sympathy it is easy to check musical ability. The music teacher indeed has a great advantage over other teachers; she is sometimes able to detect psychological difficulties that have been overlooked. The child whose fingers are tense, the child with bitten and broken

finger nails, is in need of help.

Another cause of difficulty in music is that children are often given the wrong instrument. It is not unusual to find children doomed by their parents to learn to play the piano when in their hearts they are longing for the violin. There is far too much orthodoxy in the matter of assuming that the piano should be the first instrument to be mastered. A child unable to appreciate the piano may

delight in the 'cello or the violin.

Since it is evident that music and song are deep psychological needs of the human race, we must get out of the habit of considering music an accomplishment for festive occasions and drawing-room use only. Music must become an integral part of the school curriculum, not an extra subject which can only be taken by the children whose parents can afford a few extra guineas per term. During the first few years, appreciation, singing, the making of instruments and experiments

with sounds should form the basis of music teaching for all children. Only later should individuals choose a particular instrument and master its technique.

#### Jazz

In any discussion of music there is always the question of how far the children's taste should be influenced by the teacher. Some object to the schools in which Bach and Beethoven prevail and jazz is excluded. Surely the answer is that children should be allowed both. To rigidly exclude all jazz music tends to create an artificial craving for it. After all, our children are the product of the present age, an age which is expressed in the discordant, unrhythmic, disintegrating noises of jazz. We are in a mechanical age, lacking in subtlety and grace, and jazz reflects the spirit of that age—lost, ever-seeking, ever-yearning. Jazz will pass with the age, but the great music will live on, and we need not fear but that it will call to the spirit of eternal beauty that is in every child. Jazz and the Great Masters, it is but saying the impermanent and the eternal. Need we fear which will win?

#### Folk Music

We can just touch on one more con-

troversial point, namely, the revival of folk dancing and folk music. Many of the New Schools advocate such revival because of the freshness and spontaneity of the old forms. But can one put the clock back? Should we not rather seek some fitting form through which to express the modern spirit. Can the old simplicity express modern complexities? It has always seemed to us that such art forms as the Dalcroze Eurhythmics are essentially forms which can fill present needs, which are reaching forward to the future. We moderns demand to feel alive mentally as well as emotionally.

#### Universality of Ideas

In the New Education movement we are often impressed by the similarity of ideas held by people entirely unknown to each other. In this number of the magazine the articles by Mrs. Satis Coleman, Mrs. Fleming-Williams and Herr Jacoby are essentially the same, yet the writers are widely separate in nationality and environment. It is this seeming inevitability of certain fundamental ideas which helps us to believe that we are on the track of something real, something that is in line with the progress of evolution.

#### The Soul of the Child

Résumé of a Series of Lectures

By Dr. Alfred Adler

(Author of "Individual Psychology," etc.)

A series of lectures on "The Soul of the Child: Its Development, Its Diseases, Its Education," was given by Dr. Alfred Adler, of Vienna, under the auspices of the Tavistock Clinic from Nov. 8th to 12th at the House of the British Medical Association, with Dr. Crichton Miller in the chair. The lectures were well attended and were received with great appreciation. The following is a brief résumé of the chief points of the five lectures:—

Every child has to find some solution to the three great problems of life—social life, occupation and love or sex life. The feeling that he is too little, too weak to satisfy his desires leads him to increase his power and his goal is always to solve the three problems without great difficulties. The third problem, that of his sex life, is the most difficult because tradition is no longer a guide. A child should be given courage so that he may be convinced he can develop on an

equality with others. If he is faced with too great a difficulty he loses his courage and goes over from the useful to the useless side, as it were. In the first three

years he forms his style of life.

Any defect in his organs in the beginning of life gives the child an inferiority feeling, and to compensate he makes greater efforts to train the organ in question. Thus a left-handed child, educated in the right way, can develop his right hand even better than normal children, but if, on the contrary, he is educated in the wrong way and accused of being clumsy, he may lose his courage and develop undesirable compensations on the useless side, as a way of escape from the feeling of inferiority. The same is true of children who have deficient sense organs, defective heart, lungs, muscles, weakness of the skin, or who have an illness during their first year. In consequence of wrong treatment they may become "naughty," difficult or criminal children. A petted child or one who has too little love may show the same symptoms. When left alone, he feels inferior and lacking in self-confidence. His language development is hindered; he becomes antisocial and makes no friends. He constantly turns to obtain the support to which he has become accustomed. The teacher must consider the child's mistakes, his so-called naughtinesses, and through them arrive at an understanding of the style of life he has adopted. It is of no use to treat the symptoms without understanding his case; it is the style of life that must be changed. The child's affection must be won, his desire for love must be satisfied, and he must be made an independent individual.

Difficulties arise from the child's place in the family. The first child, for a time the centre of interest and love, becomes jealous on the arrival of a second, and constantly strives for power, while the second child feels inhibited by the first and strives to overcome him. The youngest is usually a spoilt child; he tries to overcome the others by becoming different from them. The elder son,

believing that, as a boy, he is privileged and superior, feels inhibited by a younger sister, since at a certain period she develops more rapidly. The only child is often spoilt and not trained either for school or society. He should play with other children, get accustomed to being left alone, and be made independent. The only boy between sisters and the only girl between brothers both have special The idea of masculine difficulties. privilege must disappear, since it has done great harm to both sexes. cases the children should grow up realising the rôle that circumstances have assigned to them with its attendant difficulties, and thus be saved from regressing to the useless side of life.

When treating a difficult child we should look first for defective organs and illnesses in the first three years of life; then examine his position in the family and the attitude of his parents and grandparents; collect evidence of his behaviour and work during his school career and of his relation to his fellows; obtain from him any early recollections and his aim regarding his future. A child's mistakes are not pre-determined. We must not treat the mistakes but find the cause. Is it a nervous child or adult? Only people with a great inferiority feeling become nervous, therefore we must treat the The lazy child develops inferiority. laziness as a protection, and he must be treated so that he regains his courage. We should watch what happens when child is placed in a new situa-He would not regress and go over to the useless side if he had not lost hope. The teacher or parent could step in at this point and prevent regression.

The hindrance to a child's development may be found in a school where he is subjected to much criticism and punished. He tries to escape, and to effect this he has to deceive and perhaps becomes a truant. He may become a thief and develop a criminal neurosis. He has failed in his first environment, he must be given new courage in another environment so that he can solve his three problems of life.

## The Creative Music Experiment in the Lincoln School of Teachers' College

(Columbia University, New York City)

By Satis N. Coleman

The "Creative Music" Investigation in the Lincoln School has been a series of experiments based on the natural evolution of music, and dealing chiefly with the making and use of musical instruments. From the children's point of view, the work has been making instruments of many kinds, playing on them and composing music for the instruments they have made. From the investigator's point of view, it has been a series of efforts to find out something about the musical growth of children.

Before attempting any educational study, in these days of "so much to do and so little time to do it," one asks of the proposed subject: "Do children need Will it enrich their lives, it? contribute to their comfort happiness?" If not, we have no time for it. If so, then (1) What are the most vital things in the subject—in case opportunity or capacity is limited, and (2) What is the natural way of going at it? How can we guide children's natural impulses into experiences that contribute to this particular form of life enrichment?

Since everything in the educational world is open to discussion, musical expression may be a useless waste of time—I am willing to be convinced—but in the present experiment we started out with the premise that musical expression is good for people, and from that assumption we are trying to find out how to make this form of expression more universally practised, and how to help it contribute most effectively toward making people happy.

There is a great diversity of opinion as to what are the vital things in music for children. There are those who believe that scales are the most important things, and that no child may be admitted into

the "kingdom" until he learns to sing or play a scale. A few people believe that the main thing is to appreciate music—for instance, to be able to sit quietly and hear the difference between a scherzo and a polonaise. Many believe that sight reading power is the one great goal. Some believe that the desideratum of a child's early musical experience is that he shall hear no sounds that are crude and unlovely, lest his musical ear be injured. These are important of course, but, to me, not the most vital.

It is a common opinion that so far as music is concerned, the world should be divided into players and listeners; that the talented ones shall be selected from the mob by means of specially devised tests, and these shall be the musicmakers, while all the others shall be mere listeners. This is not just. nature is very much the same the world over, and if making music is good for children, it is good for all of them. It seems only fair that all children and all grown people (whether talented or not) should be given the opportunity and the means of making music in some form that is suited to the natural capacity of each person. The belief that this should be the case and the wish to help make it come true have been the driving forces back of all my experiments of these fifteen years. This is my one theme: Let every person realize that even he has music in his soul, and that he can express it; let us help him to experience the joy of creating an art expression of his very own. A few experiences of this kind plant the seeds of something that will grow to be very valuable to him.

The richness and fulness of our lives are indicated by the way we spend our leisure hours. Those are the times we

seek the satisfactions and thrills which we have missed in our routine work. What thrills us once, we seek again, by the same law that makes the sunflower turn to the East in the morning. thrill of the little rapscallion who makes up a new Pirate Song as he beats the rhythm on his mother's best silver platter is a great joy while it lasts—the thrill of the creative artist! And the satisfaction felt by the child of doubtful talent who makes up a little bird-song on three glasses of water is a wholesome experience which, if nurtured properly, will lead him to seek that creative satisfaction The world does not again and again. need his musical compositions, but he needs to form habits of creative work and make wholesome use of his leisure.

Not infrequently have I found unmusical children who were so delighted with the discovery that they could really do original work in music that they were fairly insatiable. I recall one boy of twelve who, when I first saw him, was a school-notorious "monotone, music-hater and mischief-maker." When he once tasted the joy of composing a real tune on a five-note marimba, he became completely absorbed in this new cultural recreation that had been opened up to him.

So I would say that the most vital thing in music-training is attitude—a few joyous experiences, and again attitude—more important than talent, skill, technique, artistic taste or whatnot. In most cases where music teaching has failed to function happily, the failure is largely due to the learner's attitude. The habit of finding joy in music-making and the resulting wish to go further are the things that make the child grow musically—not the technical skill that he is given, unless the other comes first.

The teacher's aim also affects the child's attitude. The mere musician is mainly interested in the artistic production of music. The real educator is not primarily interested in how beautifully or how accurately a child sings or plays,

vitally important though these things may be. He is mainly concerned with what the child's performance of music is doing to the child. Is it giving him greater command of a means of expressing something which should be expressed? Is it helping him love music-making for the sake of the creative satisfaction in it, or for the sake of the opportunity it offers for getting in the lime-light? What is it doing to his disposition, to his habits, and to his character in general? always difficult to encourage expression and at the same discourage exhibitionism. One leads to the happy, resourceful, contented life; the other leads to restlessness, rivalry and unhappiness. This problem is particularly evident in music teaching which, for so many centuries, has put the accent in the wrong place.

It is easy to say that right attitude and creative self-expression for everybody are the most vital things in music education; but quite another thing to answer the question stated at the outset, as to the natural way of going about it. Of course there is no "one way"; there are as many ways as there are children and different situations; and the most I can do is to tell somewhat of our attempts to find ways of making vital the music experiences of the children in the

Lincoln School.

Perhaps our most radical departure from the accustomed ways of music teaching has been in the making of musical instruments by the school children. All the children who are old enough to use the necessary tools are initiated into the secrets of instrument making, according to their ability and The younger children make drums, rattles, tambourines, pipes-ofpan and trumpets; the older ones make the more difficult violins, cellos and flutes; while those between the two extremes make many kinds of simple wind, stringed and percussion instruments of varying degrees of difficulty. In the course of a few years, many of the children have lived through all the high

#### MUSIC AT THE LINCOLN SCHOOL, NEW YORK.



Copies of ancient Egyptian harps made by these children.

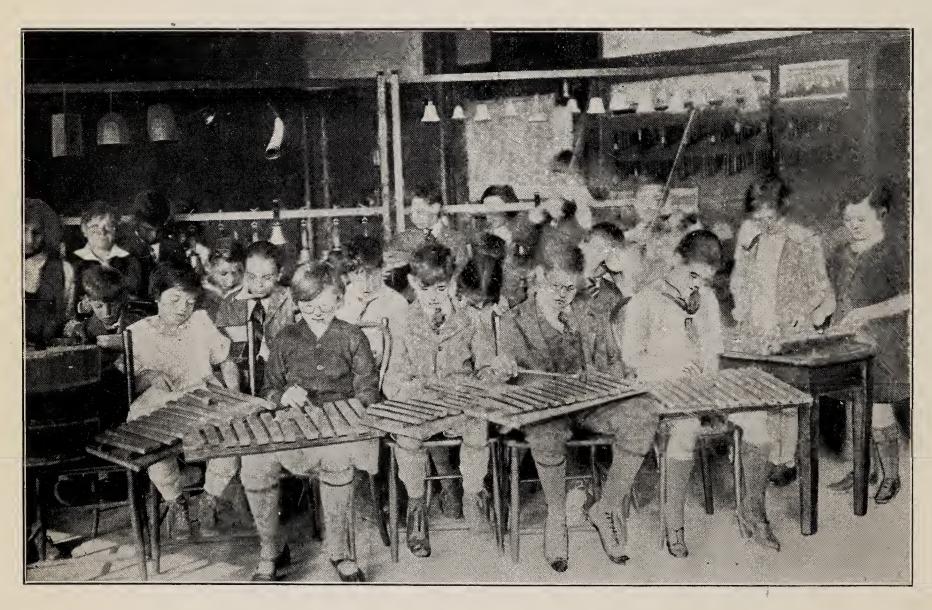
Bells and glasses of water are for the little ones to play.

A group of Junior High School children playing violins which they have made.

#### MUSIC AT THE LINCOLN SCHOOL, NEW YORK.



Fourth Grade instrument makers in the workshop.



The Marimba-makers try their instruments. Fifth Grade children

pots in the historical development of nusical instruments and have made and layed all of the simple kinds from tomom and one-stringed gura to violins.

The children have adapted simple neans to serve their musical ends, and lave made their instruments out of vhatever they could find—cigar-boxes, ieces of dry lumber, gourds, butter ubs, cheese-boxes, tortoise-shells, hollow eeds, bottles, paper—just as Primitive Man made his instruments from whatever vas at hand. All the children in any ne grade have worked on the various nterprises, and no child has been left out hrough lack of musical ability. Groups onsisting of twenty to thirty children lave made and played on drums, narimbas, pipes-of-pan, trumpets, banjos, kins, tubaphones, salteries, Egyptian harps, lutes, oboes, lutes, Chinese tches, wooden bells, clay ells, monochords, violins, violas, cellos, ass fiddles, Japanese Koto; they have uned glasses of water, bottles of water, layed on Swiss bells, sleigh-bells, kitchen owls, flageolets, ocarinas, wood and netal xylophones and pianos; while ndividual children have brought in riginal instruments of their xperimentation.

ffers a fine and natural stimulus for xploration in the field of music. hildren like to make things, and the naking of a musical instrument has more han ordinary fascination for children. The child who has made something with a oice—something that will respond with leasant sounds to the touch of its maker feels a pride in his creative power that vill not let him be content to stop there. The thrill of success in making the nstrument stimulates him to do other reative work, and of course he will make is own tunes to play on it! He likes to landle the instrument he has made, to lay it, to improvise on it. Thus a ubtle intimacy is established between the hild and his instrument, and this

ntimacy goes over into all music, for his

vork covers all types of instruments.

The making of musical instruments

Instrument-making stimulates investigation in many other fields, such as art, science and manual work. The craftsman who would make a musical instrument must know something of music before he can plan the style and capacity of his instrument; he will need to know something of art in order to decorate it or otherwise make it attractive; he must know something of the different kinds of woods and strings before he can wisely select his material; he must know how to use his hands and tools before he can construct it; and he must know something of science and must apply its principles before he can "make it work." intrinsic interest in making a instrument supplies the drive to make him acquire this knowledge and these needed skills.

We have, therefore, opened to children this field of simple musical instruments which seems, so naturally, to belong to children, and we have let them explore it—let them handle, construct and play all types of music-making devices which man has evolved in his long course of progress toward the complicated modern For is it not among the instruments. simple instruments lying along the path of music's natural development that we are to find the means for the musical expression of those less gifted children who cannot cope with the more technical modern instruments? And what better way to help a child to find his congenial instrument than to give him access to the entire range, and let him move from the simple to the more complex until he finds the one which interests him most and which reaches the height of his musical capacity?

The above list of instruments may suggest sounds that are harsh, crude and unmusical, but it is not necessary that instruments of this type shall be harsh or unmusical. It has been to many a source of great surprise to hear the beauty of the tones of these simple instruments when they were made and played properly.

To those who have not employed

training of this kind for children, it may appear that the use of these primitive instruments may retard the development of the child's keenness of ear. But in reality, I have found the contrary to be true. The succession of instruments constantly progresses toward more refined means of expression; and this seems to give even a very young child the impetus of reaching toward an ever-growing ideal which is not so far above him that it seems entirely beyond his reach. progression of these instruments leads to a keener appreciation of the difference between the crude and the refined, and the child who follows this progression comes to an appreciation of the higher forms of music that is wider and more discriminating from being based on experience in all the stages leading thereto. The power of discrimination cannot be enhanced except by practising discrimination. It has been observed frequently that young children who tune glasses of water every few days for several weeks show decided improve-

ment in the ability to detect slight differences in pitch.

Our experiments in the use of these simple instruments have been not only interesting to us but also gratifying. By means of them we are able to give children a freedom and ease of selfexpression which would be impossible where technical differences are met. have been able to defer all the difficult phases of technical training until after the children have had wide experience in music, and know how to choose intelligently the instruments which will be most congenial to them. We have been able to take each child where he is, and let him grow from that point, instead of superimposing upon him an adult point of view. All the children in our classes have played with satisfaction, improvised and composed deliberately; they have played in class orchestras and in larger orchestral combinations, not only their own compositions but folk-melodies and themes from the classics.

#### The New Teaching of Music

By T. H. Yorke Trotter, M.A., Mus. Doc. (Oxon.)

(Author of "The Making of Musicians," "Music and Mind," etc.)

Before entering on a discussion about the best methods of teaching music we must be quite clear in our minds as to what it is we wish to teach. To the man in the street any reference to music teaching calls up a vision of a pupil playing scales on a piano, or making more or less disagreeable noises on a violin, or with the voice. Anything beyond such efforts is unknown to him. The teacher's sole duty, according to our man in the street, is to show the pupil how to play on an instrument or to sing with the least distress to the listener. And the view of the man in the street is practically the same as that held by many so-called music teachers. Technical efficiency is the sole aim and object of the majority of teachers. The results of the lessons are judged solely by the technical efficiency of the pupils. The examinations that are so popular in this country foster the same idea; for they for the most part deal only with the technique of the instrument used by the candidate.

But music is an art, and art is nothing else than the expression of the inner nature by various means. Without such expression there is no art. Technical efficiency by itself will never produce an artist; on the contrary, if the attention of the student is concentrated on what is mechanical, it is highly probable that he will lose the thing itself. He will express nothing; and at the best his performance will only amount to a skilful

manipulation of material. He will become one of the numerous "passage players" so despised by Beethoven.

Surely the proper way to teach is to develop the feeling for music in the pupil so that he may be able to assimilate the message music has to give, and express his own nature in the best possible way. We cannot cultivate his feeling for music by causing him to do unmeaning exercises, by giving him rules and regulations, by making him imitate instead of doing things for himself. His own nature is what counts; he must work out his own salvation. The teacher's task is to feed the pupil with provender suitable to his condition, to point out the way that lies before him, to help him when such help is needed. The technical work will fall into its right place, not as an end in itself, but as a means to an end. With an ideal before him, the pupil will use all his powers; without such an ideal his labour will be in vain.

How can we help a child to develop his own feeling for music, to become a real musician? Obviously two things must be borne in mind—the nature of the pupil and the nature of the art he is going to study. What we have to give him must appeal to his own innate propensities, and must be fashioned in the idiom of the art we are teaching. Now music is made by placing musical sounds in a rhythmic scheme. sounds convey no meaning any more than do stray words. It is the grouping that gives them their significance. grouping is effected by placing sounds in sentences, called phrases, and it is by causing one phrase to answer another that we obtain beautiful rhythmic effects. There is an innate love of rhythm in every normal child; and so by causing him to feel the effect of balanced phrases we appeal to one of the strongest of his innate tendencies. It follows that we should begin our work by causing our pupils to think in phrases, and to feel the delight of the balance of answering sentences. This we can do by playing little pieces constructed in the way most easy to assimilate—that is to say, with two beats in each bar, and in two phrases of four bars each. Any child will easily get hold of the idea that a strong beat is followed by a weak beat, and that it sounds right to answer one phrase by another. By causing him without explanation to listen to music in its phrase divisions, we can accustom him unconsciously to think in phrases, and so he will be able to understand the message music gives. In a very short time he will be able to determine for himself when each phrase ends, and will without conscious thought make the phrase the unit on which to work.

In the same way it is easy to make the child realise the idea of key as a central point—a home from which the music sets out and to which it must return. It is the effect that matters; and when a feeling of a central point has been firmly established in a child's mind, he will not be content until the music returns to the home from which it started. Once the feeling for key is established in the child's mind, it will never be lost, and as his education progresses he will be able to follow the composer's intention in the pieces he plays. At first the key of C should be used. When other keys are treated the child must feel for himself what sharps and flats are necessary to make the music sound correct. The notes in the scale are no doubt the ones most suitable to bring out the key centre, but the mistake must not be made of taking key and scale to be one and the same thing. Modern music has shown us that a key centre may be brought out regardless of scale sounds. Under the conventional methods of music teaching, pupils constantly play pieces and sing songs without having the least idea in what key they are playing or singing, or when new keys are reached. But if we want our pupils to think in the language of music, we must cause them to realise the central point from which the music sets out, and to feel for themselves the preponderating effect of this central point. They must know in what house they are living, and

what other houses they visit in the course of their travels, until they return to their

proper home.

The appeal of music is made through the ear, so obviously the power of discriminating musical sounds must be cultivated. If the letter name and the sound are connected in the child's mind from the very first, he will without conscious thought connect the sound and the name, so that he will know what name to give a sound the moment he hears it. The recognition of a sound by its pitch is a species of musical memory, and like all our memory activities it varies with different persons. Some children remember very quickly the pitch of a note; with others such recognition only comes after many repetitions. But there is in every normal child some possibility of a powerful musical memory. In the case of adults it is far more difficult to with success the memory. This, of course, is what we might expect, and what occurs in all other memory activities. In dealing with children, it is not necessary to hold special classes in order to cultivate the power of recognising musical sounds. If the child acquires the love of music, if its utterance conveys a meaning to him, he will speedily remember the pitch of the various sounds, when their names are He will think tunes in his spare moments, and will soon come to know the names of the notes that are in his mind.

It has been the custom to confine the attention of children to melody only, and to treat sounds in combination at a later stage. But harmony is as essential as melody in the musical language. Without the use of sounds in combination our musical education will not carry us far. The effect in musical art is largely caused by the use of chordal progressions. Take away the harmony in the compositions of our great composers, and very little is left. Now it is an undoubted fact that if the mind of the pupil is led to think in a certain way, it will be a difficult task to alter the habit of thought. If we think

in melody only, if we confine our attention to one part, it will be extremely difficult to assimilate the harmonic effect. And yet it is as easy for a child to identify chords as single notes. If we cause our children to listen to the chordal as well as to the melodic effect, they will quickly accustom themselves to think harmony and melody together, and thus will become real musicians. The proper course, then, is to present music from the very first in its harmonic relations, and to cause the pupils to feel the effect of the various chords. We can make them sing chords in arpeggio, that is, one note in the chord after another, and then exhibit the effect of the chords they have sung in little pieces played to them. The key-chord will be recognised with little difficulty, and in the first lessons children will be able to say whether or not this chord has been reached at the end of the After the key-chord the other common chords can be impressed, and in a short time the pupils will be able to name by ear the various chords that occur in the little pieces played to them, and will gradually realise the common functions of each chord in the musical The result of this teaching is that many children are able to decide for themselves what chords are wanted to harmonise a melody given to them, and in course of time can identify by ear any chordal progressions.

It is not difficult to get pupils to realise the use of unessential notes, or "humbugs" as the children like to call them, and to decide what are the harmony notes, and what are the extra notes. The harmonisation of melodies, so difficult to pupils brought up in the conventional methods, is quite easy to children who have been accustomed to think

harmony and melody together.

Many persons seem to think that the symbols used to express musical sounds, and the lines and spaces on which they are placed are extremely difficult to understand, and like the hieroglyphics of the ancient Egyptians, can only be interpreted by experts. But any child can

draw eleven lines for himself, can put before each line and space the letter-name of the sound, the pitch of which is given by the line or space, can erase the middle line, and so can teach himself the use of these lines and spaces with very little help from his master. The symbols for the varying lengths of the different sounds can be easily remembered. If the child, when he hears a little tune, accustoms himself to exhibit it in musical notation, he will soon become familiar with the signs and symbols that are necessary. The teaching of notation should not be taken in hand as a thing by itself; it should be made to appear as a method for expressing the musical thought. The child by writing down the tunes given him, by making his own tunes and by adding harmonies soon learns the notation of music.

The main object of all musical teaching should be the cultivation of the pupil's own nature, the development of his innate potentialities. And the best way to develop the musical intuition is to cause the child to make his own music, to create for himself. To encourage the creative activity the teacher should, as soon as the child has acquired any feeling for the phrase, play or sing the first part of a short melody, and invite the child to sing an answer to what has been given. The teacher plays or sings a phrase—up to what I have called the "half-way house," the child brings the tune home again. The answer should be given without reflection, and be the immediate, intuitive response of the child's nature to the stimulus offered him. If the answer is a good one, with a return to the key note at the end, the teacher knows that the first principles of musical construction have been assimilated. Very probably at first the child will not be able to recall his answer, and certainly will not be able to write it down, but the important thing

the development of the musical intuition, and no surer way of obtaining this object can be found than in singing answers to given phrases. The phrase that the teacher offers must have musical meaning in it; unmeaning successions of sounds will provoke no response. The teacher's phrase must not be so long that the child is unable to follow it. At first very short and easy beginnings are necessary; as the pupil's nature expands, he will be able to assimilate long and intricate phrases, and finally will be able to sing long melodies, containing modulations to different keys, from the teacher's theme.

As soon as some knowledge of notation has been gained the child should be asked to write down his answers to the given themes. At first the written are far inferior to the sung answers; this is what we might expect, for in the effort to find the right line or space and the right kind of note the tune flies out of the child's mind. It is sometimes the practice to teach a child to write answers to themes, and to make his own tunes by first of all drawing bar lines, writing sounds for the end of each phrase and then filling in the other notes. This procedure is manifestly A tune made by calculation is not a tune at all, but only a series of The melody must spring out of the child's mind and represent what he feels to be right. A pupil, who has been accustomed from the first to make music a means for the expression of his feelings will produce melodies of his own without any apparent thought.

If we as teachers can succeed in helping to cultivate the nature of the pupil, in opening out to him the vision that our art can offer, we shall have done much to enrich his mind, and to draw him closer to a higher and better reality than that

of this world.

The World Federation of Education Associations will hold its Second Biennial Conference at Toronto, Aug. 7—12, 1927. Details can be obtained from the Secretary, Charles H. Williams, 101, Jesse Hall, Columbia, Missouri, U.S.A.

#### Music as a Discipline

By Mrs. A. Hutton Radice

(Author of "Home and School," "The New Children," etc.)

ONE of G. L. Stampa's Punch drawings illustrates the attitude of many a child towards the old kind of music-teaching. A little boy sits wearily upon the music-stool, screwed to its highest limit, while his mother, with patience screwed to the limit, sits wearily by.

"The only thing that comes between us, Mother," sighs the little boy, "is

this wretched music."

Music can be an invigorating discipline, but not as it has been taught in the past. As with almost everything else taught by the term, the average music-teacher's view is still too short: the pupil must be able to "play something," no matter what, to justify the three or four guineas spent on his lessons. Often when the teacher has gleams of something better the school (or the parent) extinguishes them: the parent does not think his child is "getting on": selected children are required to play little pieces on prize-day, or the children are all expected to play something before the headmaster or headmistress at the end of term. This means stress on note-perfectness, which kills music in many children, making them nervous and worried, whereas no one can make good music without pleasure and confidence.

In singing-classes there is often little done but to teach songs: the pupils are put through three or four unison or part songs, stopped short, taken back again and again, with criticisms of the tone, volume, or phrasing, till they can do almost mechanically what the teacher requires of them. The aim is the singing of one or two pieces for the school concert or for a festival or competition. How many average English pupils in the average singing-class understand the construction of the music they are singing? How many could improvise parts, as one hears working-men do in

Wales, or antiphons as the Italian peasant, singing stornelli from hill to hill?

The teacher who uses music as discipline is not the maestro who stamps about the room using bad language while his pupil trips and stumbles, nor the harridan who raps children's knuckles with a pencil or makes them play with pennies on the backs of their hands. Instrumental music is a discipline, but not of discouragement; it involves rapid understanding and unhesitating action; driving the mind forward to grasp, and the hands at the same time to express and interpret what has been understood. From the psychological point of view it teaches (or should teach) unselfconsciousness and self-confidence, boldness in tackling difficulties, courage in selfexpression, and quickness of response. Little of this, however, is gained by the method of learning little pieces to play on prize-days, or a page of a sonata this week and the next page the next.

On the concluding page of a music-reading manual (Anglo-French Music Company) by Felix Swinstead, a master of child-psychology applied to music, we are told that "nearly every teacher chooses pieces which are too difficult; inexperienced teachers are apt to think that thus they will get their pupils on quickly. It is a hideous mistake." We involve a child, he points out, in a struggle to understand all the Signs before his mind has been awakened to

any of the Things.

In his limbs and voice a child has an instrument over which he has been gaining control progressively ever since birth. He may have been able to sing in tune and step in time since two years old. Where noise does not offend, many children will sit at the piano and explore harmony and rhythm for hours. When

my two children were six and three, the elder discovered in the thick hymn-book that was formerly on the drawing-room piano, a field of interest on which to exercise the powers of observation and analysis that he was acquiring in his Montessori class month by month. bed, the last thing for some time the children had sung two hymns. First they sang them by ear; then they wanted hymn-books in which to follow. Whatever Six-years-old did, Three-years-old attempted. "I can do it, too!" (Added truthful Six-years-old: "She can't do it

very well!")

For a time Three-years-old could be put off with pocket-dictionaries, or whatever might be upon the night-nursery mantelshelf. Then she began to know a hymn when she saw it, and even (by the way the type was set) one hymn from another, and her place had to be found for her. Six-years-old could find the place for himself. His first interest in the hymnbook was the tracking down, through sign and symbol, of the hymns he had learnt, from the first promise in the index to full-circle in the heart of the book, where all those verses he had learnt by ear were set out fair for eager eyes to read, and many more beside, all matching and all varying, with more hymns before and after, some with eight short lines to the verse, some with four or six long ones, all with a text at the top and Amen at the end, a mine of interest and mystery.

Seeing his ardour for black notes and white notes, treble clefs and bass clefs, long Amens and short Amens, Amens with two flats before them, and Amens with three sharps, I bought a new hymnbook with tunes and gave him the old one, and for many evenings Six-years-old and the big hymn-book were inseparable. Then there was a morning without any Montessori class, and Six-years-old ppened the piano and began to pick out notes with one finger where before he had panged indiscriminately with the palms of his hands. I brought a chair and sat peside him, and as he picked out a note I vrote it on a slip of paper.

him where middle C was, and how he could go up by steps (always with one finger) to C an octave above, and down to C an octave below. As he went up I took a slip of paper and wrote, in semibreves, the scale of C, Six-years-old looking over my shoulder, to make sure I did not write any note unless he had

played it first.

Then he played variations on his scale, proceeding with two fingers at once from middle C to C's above and below, in contrary motion and then from top to bottom in similar motion, and then from below upwards, and for each of his "tunes" I wrote a card. Then he took his cards, six or eight of them, and set them up all along the music-rest and played the tunes written on them, chiefly by recognition of the pattern the notes made, but at the same time carefully reading every note. Then he jumped round the room several times, and ran to seek his father to tell, with shining eyes, that "I play tunes and Mummy writes them and then I can play them again!"

In the Montessori class there was no music material, but the directress noticed Six-years-old's zeal for the singing of hymns, and one day when, to his disappointment, he had missed morning prayers, the hymns were repeated for him, he pressing close to the piano to see what was being done. On the seventh day there was again no class, and Sixyears-old wished to spend the morning in the upstairs room with the piano. This time we found some small cards, and on every card I wrote one note, using the treble clef for the seven notes above middle C, and the bass clef for the seven notes below, Six-years-old dictating the notes by playing them. When I had written the cards he invented a new game. He took them and stuck them upright between the notes of the piano, putting each to the right of the note to which it belonged. He did this so quickly and spontaneously that I forgot for a moment how little he could possibly know, and gave him top C after middle C, and to his distress and mine his system

broke down; for his method of finding any given note was still to proceed up or down to it, from middle C, note by note. In Montessori teaching children are not tested for knowledge to which they have not attained. Six-years-old turned red and tears dropped from his eyes. took out a handkerchief patterned with black nigger-boys and yellow lions, and blew his nose angrily.

"You shouldn't have done it; I wanted D; you ought to have given me D."

Quickly I took the blame for Six-yearsold's breakdown on myself, and when by steps he had arrived again at upper C, he stuffed his handkerchief away.

"I do know where it goes now, don't

1?"

After that I went and sat by the fire and began writing a second set of cards for Three-years-old, who did not want to be left out of the game, and Six-years-old stayed by the piano and sent Three-yearsold running backwards and forwards, fetching cards, which he set up for her between the notes, taking her finger and making her play the note that belonged to the card.

All day Six-years-old carried his fifteen notes with him in his pocket, fastened together with a rubber band. At any convenient season, between getting on his clothes and going out for a walk, between finishing tea and going to bed, he got them out and laid them in order on the hearthrug or the bathmat or the dressing-table. On this first set of cards he had the names "C," "D," "E" written, but in the next set he was able to do without. By excursions upstairs to get middle C on the piano he began to acquire the sense of absolute pitch.

All this was only preliminary to the arrival of the Montessori music-material, which is far more abundant and satisfying than what can be done by rule of thumb with keyboard and pencil and

Montessori method of music-teaching may be dismissed by professional musicians, the fact remains that it is the only method that recognizes the child's need for leisure to learn and meditate and digest what is presented to it. lesson by almost any other method is a series of tests, which may stimulate children to find out things for themselves in their practising time, but do not in themselves satisfy the child's craving for a navigation chart of the unexplored sea

of sound.

In Montessori schools there is no formal teaching of rhythm, but music, in which movement is implicit, is played, the children being free to get up from their seats and follow it. They are not grouped or herded, a large chalk circle or ellipse upon the floor is sufficient guide. In the early days of a class the children will only walk or march on the line, but as the music becomes familiar they begin unconsciously to interpret it, often with

wonderful beauty and grace.

A kind action to English children has been the introduction by Messrs. Hawkes of a series of solo and duet books, published in America, and written by Angela Diller and Elizabeth Quaile. contain folk-song melodies and wellknown music well arranged. Another source of material for duet-playing, which few teachers have explored, is music written for voice and pianoforte, as in various volumes of folk-songs, or the violin and pianoforte sonatas of Haydn and Mozart.

(This article has been reprinted from "Home and School," by kind permission of the author and of the publishers, Messrs. S. W. Partridge and Co., Ltd. Owing to lack of space the last few pages of the original have been omitted, in which Mrs. Radice highly recommends human voice. However cursorily the the methods of M. Jacques Dalcroze).

#### Home Music:

#### The Causes of Its Decay and How to Re-establish It

By Arnold Dolmetsch

(Extracts from a Lecture given to the Music Teachers' Association, London, January, 1926)

In the 16th and 17th centuries there was Music in every English home. Some people did not go beyond popular tunes and hymns, but many could play a part in these wonderful concerts of viols and other instruments, and sing madrigals, to their great benefit and joy.

How is it that nowadays, with such a multitude of certificated teachers, and almost every child taking music lessons, home music has practically disappeared?

Its downward course began with the growth of public concerts, and the consequent multiplication of virtuosi, which dates from the beginning of the 18th century. The movement started slowly. It was thought at first that music would benefit by it, and perhaps it did, but, eventually, public concerts and virtuosi proved to be the greatest enemies of music. Composers devoted themselves more and more to public music. Their compositions, having to exhibit the skill of professional players, became too difficult for amateurs. Teachers began to devise short cuts to the acquisition of technique. Scales and exercises started, modestly at first, soon becoming more and more absorbing. Now, the pursuit of technique has almost destroyed music, and yet the desired technique is hardly ever attained.

If one remembers that music can only affect the mind through the ear, it becomes clear that the prolonged making of uninteresting, unmusical sounds must harden the ear and eventually destroy the power of listening, for one cannot continue to listen to mechanical, meaningless sounds. For this reason, the more people practice, the more incapable they become of accompanying, or taking part in concerted music. They are not used to listening to the other players, or even to their own playing. Moreover, there being

no rhythm in technical exercises, the sense of rhythm, which is so subtle, becomes impaired. Then again, our music is based on Harmony, or rather, on combinations of parts. The feeling for parts is blunted by technical exercises.

Thoughtful musicians are well aware of the inefficiency of music students. Not perceiving its real cause, they devise means of correction such as Eurhythmics, Ear Training, Appreciation Classes, and the like. Each of these merely becomes one more branch of technique and improves nothing. An appalling amount of time and money is wasted on these soul-destroying pursuits. True, teachers live by it, examinations are passed which satisfy the parents, for a time, and bring fortune to the examiners. But look round and see what remains a few years after the lessons have been stopped.

What is the remedy, then? realise that technique cannot be acquired first and music afterwards; secondly, notation and theory cannot be learned first and lead to music. It is as absurd as trying to teach a child to read before you allow him to speak. Music itself should be the foundation of all studies. No drudgery. No preparation for a future the child has only remote chances of attaining. Every moment should give joy and satisfaction as well as direct results. Sufficient technique for the execution of all that the mind understands will develop naturally. Fireworks may be postponed indefinitely. Music cannot wait.

At the beginning of my career, I was appointed Violin Master at the Dulwich College. I began teaching in the usual way, with scales and exercises. The pupils had but little time for practice. I could not interest them. Something had to be done, for I could not go on plough-

I tried to make them love music by teaching them good, simple tunes, and nothing else. To my astonishment they played them well, far better than I should have thought possible without technique. Pieces of Purcell, Corelli and Handel followed, and also succeeded. Then I formed an orchestra, adding violas and basses. In about two years they played suites of Purcell, concertos of Corelli, Handel, even Bach. Their execution had kept abreast of their musical development.

At that time, my growing interest in the old music and instruments forced me to give up teaching. Meanwhile, I learnt from the books of the old masters how

they taught music.

When my eldest daughter, Cecile, reached the age of five or so, I started her on a viol. She made rapid progress and soon joined her father and mother in concerts.

I did the same with my other children as they grew up. Eventually we were six at home capable of playing anything without having to consider whether it was difficult or not.

But, people said, and I almost believed it, your children are exceptionally gifted, your system would not do for ordinary pupils. It does. I tried a dozen ordinary girls at a school opposite my house in Haslemere. Viols being out of the question, I used violins, violas, 'cellos and a double bass. I fretted them like viols and had them played downwards with the viol bowing. In a few months, we had a good orchestra. Eventually the school had to be closed, the health of the head mistress failing.

Then, I took the boys and girls, aged 6 to 12, of the Bedales Preparatory School. I had meanwhile further improved my method of teaching. The result has been good beyond belief.

Complete understanding of music, perfect ensemble, good phrasing, unbounded love and enthusiasm renders their playing more touching and enjoyable than that of any professional orchestra.

They play Old English music, Purcell, Corelli, Handel, Bach, my own pieces and even bits of Wagner equally well. It

seems incredible, but it is true.

The children learn their parts by ear, phrase by phrase, which makes bad phrasing impossible. They know the other parts and can even interchange when occasion arises. The bass and inner parts interest them more than the first violin. There is no conducting. All is done for the ear through the ear. Being used to listen from the start, naturally their ensemble is perfect.

When the children grow big enough, they put their violins under the chin. The frets are removed one by one when their ears and fingers are sufficiently trained. I teach them notation as soon as the desire for it comes. It gives no

trouble.

All my children can teach on my method. Rudolph and Cecile are my assistants at Petersfield. Rudolph has two excellent orchestras of his own. Lately he trained some of the Scouts at Haslemere, and got very good music from them.

What is the moral of all this? Ordinary methods of teaching must be scrapped. How the teachers will do it remains a big question. They will have to get over their own training, as I have done; then train themselves, or come to Haslemere to be trained by one of us. With a real love of music and enough enthusiasm it is possible. I can assure you that music expressed in the right way will make you not only happy and wise, but better men and women.

Mr. William Platt's Scottish Lectures for the New Education Fellowship.—Mr. Platt lectured at Dundee Training College, on October 13, on "The Child's Innate Feeling for Music," and repeated this same lecture to the Philosophical Society of St. Andrew's University on October 16. As this is our Musical number, special mention should be made of this lecture. Mr. Platt has a unique collection of little tunes invented and sung by young children, beginning at one year and ending at seven years, when regular school work too often interferes with the child's creativeness. All these tunes he collected himself, over a quarter of a century. No other psychologist has anything like such a record.

#### Children's Bands

By Louie E. de Rusette

(Author of "The Children's Band," "Movement Songs for Little Children," etc.)

RHYTHMIC Bands are full of life and joy. It is when their band day has come that the children hug themselves with delight. The reason, apart from their instinctive pleasure in music, is, I believe, that a band is their own possession; it is "a REAL, not a pretence band." Also children live in the present, so does their band; it is something which they can do now, not at some future time. To start with, the instruments consist of drums and bells; these, plus a bâton, form complete equipment. When these are mastered, triangles begin to appear to take the place of bells, tambourines also enter. When to these are added cymbals, this form of instrumental training has advanced far, and the players are ready to join the School Orchestra and enter

the ranks of melody makers.

No two bands are alike; each has its own distinctive personality; it is an adventure shared by children and teacher alike. Impression and expression go hand in hand. Definite training is required in the handling and playing of the instruments; also in conscious response to time, and from this to the various patterns within the regular pulsation of the music. This constitutes lesson time, after which comes free expression. The latter gives full scope for self expression, the children choosing their own songs and piano music and playing them according to their own interpretation. A new song often has as many as five different interpretations, each conductor dealing with it as he or she thinks best; votes being taken as to final orchestration. In piano music the rhythmic, or pitch, contrast gives the main clue as to when the different sets of instruments should play; drums belonging to the deep and big sounds, light tones to bells and triangles, and tambourines finding their innings mid-way.

Band training is progressive throughout. It may be divided into three main

stages.

Stage 1. Massed Music. At the age of four and five all the children want to play together, and so while singing their songs, drums and bells sound throughout. The same applies to pianoforte music. Tonal contrast is realised from the start, thus sometimes the music is sleepy then wide awake, near or far away, for here

imagination holds sway.

Stage 2. Sectional Interpretation. With growing musical consciousness, added to self-control, the six-year-old is ready not only to make music but to reveal its message. Opportunity for this is given in the band songs, a number of which have been specially written or prepared for this purpose. Nursery rhymes also continue to have their place; thus when verse (1) of "Sing a Song of Sixpence" is played massed band, "the king" is represented by drums, his consort by tambourines, bells being usually relegated to the "maid" and triangles to the "blackbird."

In Stage 2, singing and playing are no longer inseparable, for with sectional playing this amounts to doing two things at the same time. Therefore the song is

first sung, then played.

Stage 3. Part Playing. Here is another definite step forward. Bells are dispensed with, triangles taking their place. The instruments are now in the foreground, song, therefore, is no longer required nor desirable. The performers' interests are focussed upon part playing; they find that each set of instruments, while sounding simultaneously, can play different parts. The children now thoroughly enjoy making their patterns for instrumental exercises, not as previously in pattern writing but in notation.

A number of short pianoforte pieces can be played at this stage with really artistic orchestration, such as Mozart's "Minuet in F" (composed at the age of six). Grieg's "National Song" is

another favourite.

#### Concerning Children and Music

By K. Winifred Fleming-Williams, L.R.A.M. Teachers' Diploma, Bronze and Silver Med. R.A.M.

(Frensham Heights School, near Farnham, Surrey)

One often hears the phrase used, very often by parents, I am sorry to say: "My child is not really musical," or "My child has no ear," and those two statements involve so much that it might be interesting sometimes to reply with the question: "What exactly does no ear' mean?"

What does it mean, I wonder? As I understand it, an ear for music is such a very wide term and can include so much, that I have never found anyone of whom I could honestly say that they had not the germ of music in some form or other.

To see how hard it is to form any judgment, "being musical" may include

any or all of the following:—

Sense or appreciation of melody, harmony, rhythm, tone gradation and balance.

Executive or interpretive power, vocally or instrumentally.

Creative ability.

I have mentioned executive and interpretive powers as two separate things. How many players possess a tremendous facility for keyboard acrobatics, and with express speed will fly helter-skelter from one end of the piano to the other, executing the most hair-raising stunts meanwhile! If only they would listen—listen with every fraction of musical ear God gave them, I wonder how many concert performers would dare to more than humbly try to discover for themselves, and themselves alone, what true music really is?

The creative faculty in its highest form is only given to the few, but it may be cultivated in the child to an extraordinary extent, provided he is encouraged to listen, and not solely limited to the executive side, the latter being used as a means to an end, as an essential part of his musical education, and not as the

whole.

In teaching music, there are three main points to strive for:—

1. Sympathy between pupil and teacher—since sympathy casts out fear.

2. Sympathy between pupil and instrument.

3. Relaxation of mind and body in the

pupil.

The primary and most necessary thing is that the teacher and pupil should have a friendly understanding, one with the other. In this way the teacher can find the easiest means of approach to the attitude of the child with regard to his instrument, and then to music in general. pupil is quite young, for the first term I suggest that he should be allowed to play about on the piano, making the acquaintance of the sounds down at the Grumbly Giant end or up in the Fairy Tinkabel end of the instrument, always keeping in mind that all sounds should be singing sounds, and not hard, wooden-y ones, else the poor little folk inside the piano who strive so hard to make nice sounds will all go to bed so bruised that they might not recover for weeks. All this time the teacher's musical insight must be hard at work, seizing every opportunity of watching whether the point of approach must be through melody, harmony, rhythm—or even, as is more common with boys than with girls—through the actual construction of the instrument. At all times be ready with a story to stress a point, sometimes a story apparently quite wide of the mark, but deftly worked round to serve the necessary illustration.

May I humbly suggest here, how many parents prove stumbling blocks to their child's progress in music by insisting on some show for their money, and if there is no outward show, they take it for granted that their child will never be any good, and that valuable time is being wasted. During upward of fifteen years' experience as a music teacher, I can single out as one of my most musical pupils a boy who could hardly play some of the easiest pieces in Schumann's

"Album for the Young," and yet his knowledge and appreciation of music in the larger sense were, as the Americans would say, "high I.Q." The great aim of the teacher is to reach and so develop the musical talent of the pupil, in whatever direction that talent may lie, and the question of show is, in many cases, a hindrance to that end.

Another suggestion I should like to make is that a large percentage of children have their own particular instrument, and it is up to the parent or teacher to discover what that instrument is. In many cases I have noticed that a child almost dislikes the piano and longs for violin, 'cello, or even one of the woodwind family. Possibly dislike of the sound of the piano may be due to the percussion of the hammers on the strings, or even to the mere fact of having the sounds ready-made instead of being able to make them one's self, as on a stringed instrument. I have noticed that children who are not attracted by the piano are of the melodic type, to whom narmony is a secondary consideration. Why should a child have to learn the piano first? I know two boys who were but straight on to strings, violin and cello respectively, and they are much pappier in their attitude to the piano han if they had been forced to that nstrument first, when most probably they would have disliked it so intensely that hey would not have worked at it at all xcept from a purely mechanical point of view. In that case it would be far better to use a pianola.

"But how can one tell which is the ight instrument for the child, and is it tot likely that after a choice has been nade the child may change his mind?" It is hardly possible to give a complete ormula for solving this important point; but a teacher who loves children and who oves teaching will need no guidance. A eacher who does not love teaching should tot attempt to teach music, of all things, but should confine his or her activities to more concrete subject such as spelling in the multiplication tables.

Concerning that essential relaxation of mind and body which has already been mentioned, I have noticed that some children who come to me for the first time, on sitting down to the piano, assume instinctively a kind of rigidity, both of mind and body, which is very difficult to describe. From bitter experience I know that until that mental and physical attitude has been changed, I am helpless to teach that child. The rigidity may be the result of some stunt method by which the child is instructed to "put" his arms into his sides, or to "put" his wrist level with the keyboard, or to "put" any part of him anywhere in particular. I have found that if the word "put" or its equivalent is used to a child in any definite physical sense, it is apt to produce a certain mental attitude which in its turn reacts on different parts of the body, and is very hard to get rid of. For instance, if one tells a child whose wrist is anywhere but in a place where the keyboard can easily be used, to "put" his wrist level, the result will be perhaps the correct attitude, but in nine cases out of ten there will be tension as well; whereas if one says "don't let your wrist drop too much," or "look at that wrist trying to walk upstairs," the desired effect will be more easily obtained with less risk of tension. Another enemy to relaxation is some complex in the pupil's mind, not necessarily fear of the teacher or of the music lesson, but some repression caused by his attitude to life in general. pupil I had was the "odd man out" in her family. She was always led to believe that she could do little else than sew on buttons and mend socks for that family; and incidentally was somewhat overshadowed by brothers and sisters who were rather quicker of brain than she was, although I doubt whether they really used those brains to delve quite as deeply into things as she did. Consequently, as she had an innate love for music, and also a very emotional side to her nature, which up to that time had had no outlet whatever, it was for me to persuade her that good music was well within her

reach. So I often gave up whole music lessons just to playing Bach, Beethoven, Schumann and Chopin and other great composers, watching her closely meanwhile for the purpose of finding out what kind of music she reacted to most quickly. The compositions she responded to most were of the purely romantic school, and it so influenced her that after a time, the whole of her mental and physical attitude

relaxed considerably.

I should like—in passing—to beg fellow teachers to encourage their pupils to help to choose the music to be studied; but at the same time reserving the right of refusing any piece to the child, thus protecting the sensitive self-depreciatory pupil from attempting anything too difficult for him, and so getting thoroughly disheartened. On the other hand, an over-confident pupil should be led to realise the difficulty of simplicity, how hard it is to play a slow movement, or even a single string of notes, constituting a beautiful melody. A girl came to me who had been learning for some years, and who, incidentally, had passed many examinations right up to an advanced standard, some with honours. On being asked to prepare that little gem of a piece in Schumann's "Album for the Young" (No. 16—"First Loss") she looked somewhat astonished, but brought it to the next lesson with an amused smile, and as she doubtless thought, played it quite well. The notes, rests, time, etc., were correct, that was one thing. However, after we had worked at it together she came to realise how infinitely hard it was to play the apparently simple composition. May I say here that she was very musical, with an intense desire for the best and highest, but as she had been taught up to that time solely on examination lines, she had never had time to learn Music.

Oh, those examinations! How few children need the spur of the sight of a certificate to make them work, and how many children there are whose whole musical life is limited to the studies and pieces in the examination books! Now and again one finds a child who benefits

by them, and of course for anyone who has to earn her own living by teaching, advanced examinations are a baneful necessity, but only as a means to an end, and not as the whole sum of one's musical existence. I should like to suggest that the examination fees, in many cases, would be far more beneficially spent on good gramophone records of string quartets, symphonies and such like, so that musical education might have a far wider horizon. The ideal, of course, would be that music should take its place as an integral part of education, and not be relegated to a position on the school prospectus under the heading "Extras."

Telling stories to emphasise a point is never waste of music lesson time. more far-fetched the story, the more effective, especially when dealing with the type of child whose imagination requires thoroughly rousing. One more very important thing. Never mind making a fool of yourself. If your pupil cannot get the time of a certain phrase, it may perhaps come more quickly if he runs round the room in time to it, or conducts while you play it, or even if together you dance round the room while singing or whistling the tune. Rhythm should be natural and unconscious, but some pupils find it far more quickly away from the instrument than at the key-

Music is, above all, always logical, always balanced and symmetrical. Powers of deduction are required just as much in the interpretation of a Bach Fugue or a Beethoven Sonata, as in the solution of a problem from what are generally considered to be one of the more abstruse subjects.

Music and children are gifts from the All Highest. To children, music is a spiritual necessity. In the teacher's hands lies to a great extent the responsibility of the development of that necessity. The responsibility is a big load to shoulder, but that is as nothing compared to the results of enthusiastic work as shown by the fast-growing love of music of the rising generation.

#### Experiments in Music Education in the United States

By Thomas Whitney Surette

(Consultant on Music Education, Founder and Director of Concord Summer School of Music, Author of "Music and Life," etc.)

It is difficult in a short article to give n adequate idea of the experimentation roing on in music teaching in schools in he United States. I shall describe here he music teaching in the Winnetka ublic schools of which Dr. Carleton W. Washburne is the superintendent, and in he Beaver Country Day School of which Ir. Eugene Randolph Smith is the head naster. The readers of this magazine ealise, of course, that while each of hese schools is progressive, the conditions overning them are quite different. Winnetka the free public schools are upported by taxations and controlled by superintendent with a school committee lected by the people of the community. The Beaver Country Day School is a rivate school built and supported by nterested individuals (parents) and conrolled by the head master with a board f trustees. This school takes children rom the fifth grade upwards; there are oys in the lower grades only. Vinnetka schools are co-educational hroughout, and embrace all grades from Kindergarten through the High School. Let me point out briefly the differences hat usually exist between the music eaching in the one kind of school and the ther. Our public schools employ superisors of music who visit each room as ften as possible; perhaps once in two reeks, in large cities not so often. Between their visits the school music eaching is carried on by the grade eacher who may or may not be competent or the task. In private schools all the rusic teaching is done by persons who

There is a National Association of ublic school music supervisors which neets annually. There is a National ducation Association which also meets naturally. The supervisors of music do

ave been specially trained. Public chool music teaching gets into ruts.

rivate school music teaching is freer

nd more experimental.

not attend the meetings of the latter organization, and are to a considerable extent out of touch with its proceedings. They meet to discuss methods; they exhibit (or exploit) groups of children; they work out a curriculum, etc. The one thing most necessary for them to do, namely, to set high standards of music, they do not do. Consequently the vast majority of the children of the United States are singing a lot of inferior music. They are also spending too much time in drill. Do, Re, Mi drives the music out of them, or prevents it from developing in them.

In private schools, on the contrary, there is no weight of opinion or prejudice to make it necessary to conform to established practice. Furthermore, private school music up to the present generation consisted mainly of conventional pianoforte lessons to a few children with singing in assembly or chapel only. No attention was paid to the possibilities of music in each child, almost no use was made of music as a factor in education, and very little thought was given to the value of music as a socializing force. So that when the private schools began tomake real use of music, they started without a strong tradition and prejudice.

Viewing music teaching nationally the most important thing to remember is this: we, as a people, do not sing; and no nation, under these circumstances, can justly call itself musical. Amateur instrumental music must always be somewhat limited because of the difficulties it presents, but singing can be practised and enjoyed by almost everybody. We have thirteen fine symphony orchestras, but only an infinitesimal proportion of our people hear them. Look into our small towns and villages and you will find very little home-made music. Good volunteer choirs are rare; choral societies are kept together with great difficulty. And this was true before the advent of the phonograph and radio, which have made the situation even worse. Our music is largely purchased with money—which is a medium of exchange not recognised in the world of the spirit. The only coin is

love and understanding.

Under conditions like these, it is obviously the first duty of the schools to break down this inhibition against singing. And obviously it must be done through the next generation, the children, because the parents are mostly done for as far as music is concerned. It is a simple and easy thing to do as far as the children are concerned for they love to sing, they are musical by nature and all that is needed is to give them bread and not stones.

#### Winnetka Public Schools and Beaver Country Day School

Of the public schools of Winnetka and the Beaver Country Day School, I am entitled to speak because they are among the schools over whose music I have supervision. (Three times during the winter I journey the thousand odd miles from Concord, Massachusetts, where I live, to Winnetka, Illinois; my visits to the Beaver Country Day School are frequent). When Dr. Washburne asked me to supervise his music it was agreed that we dispense with sight reading methods and concentrate on making the children love their music, teaching them to sing it well, and teaching them also how to listen intelligently. Dispensing with Do, Re, Mi caused a sigh of relief to rise from children and teachers alike. What do we put in its place? The children are taught time values through actual bodily motion. They march quarter notes, they run eighths, etc., before they see them as notation. When it comes to pitch distances they learn them through constant experience of them; i.e., they learn to read by reading. We do not expect them to read at sight accurately—we do not think it at all necessary. They learn to read well enough for all practical purposes as it is. We thereby save a great deal of time, which goes into the music itself. Reading music in schools should be, in my opinion, a by-product of love and enthusiasm. We use music books from the Concord Series. These are prepared by Dr. Davison, of Harvard University, Mr. A. D. Zanzig (the best teacher of music to children I have ever known) and myself. These books contain nothing but the best music published in the ordinary notation.

Almost immediately the music in the Winnetka schools went ahead with leaps and bounds. For children are quick to distinguish between good and bad songs.

Here, perhaps, I should explain that the lessons in listening begin in the Kindergarten and continue completely through the upper classes. There is not space to describe this in detail. It begins with recognition of tunes, or parts of tunes already sung; it involves discrimination between parts of tunes and goes on through elementary form, etc., having for its object the capacity to listen intelligently to a gavotte of Gluck or a minuet of Beethoven. It is obvious that the logical elements in a piece of instrumental music must be apprehended by the listener who desires to understand it completely. Intelligence about it is, of course, useless unless the feelings are aroused, but, on the other hand, a listener whose feelings only are reached, misses a great deal of what the composer has to say to him.

To supplement these lessons in The Appreciation of Music (as it is called) we have brief concerts for the children at which, as a preliminary, themes are played, or perhaps (when the music is a small orchestra) we have a preliminary meeting at which it is played on the pianoforte. We avoid the prevailing vice of such lessons by focussing the attention on the music itself and not on facts con-

cerning it.

All the great orchestras here give concerts for children. I have had something to do with these and have spoken at the concerts in Boston where our programs are models of what such

rograms should be. The children tending these concerts are prepared for hem by their teachers. But in some ities curious things are done. Perhaps he most disastrous of these is to let the hildren sing to doggerel words some of he themes from great symphonies. For he children will never again hear those hemes without remembering the silly words.

Great attention is paid in the Junior High School in Winnetka to appreciation. We have there also glee clubs and a small Teachers of pianoforte and rchestra. other instruments are employed, redit is given for all work in music. Pianoforte lessons are also given to the vounger children under school supervision as to progress and particularly as to the quality of the music used. Indiridual instruction in instrumental playing s paid for by the parents themselves. (I bught to say here that in some of our large public High Schools orchestral playing has been developed quite astonishingly. The schools own complete sets of prchestral instruments, and real skill is attained).

Under the freedom which this plan permits, all sorts of activities flourish such as pageants, plays and festivals. The children being free to sing music instead of spending their time singing notes, are extraordinarily keen about it. This interest I attribute largely to the direct and constant contact they have with the best music.

I think of music first as an art and second as a socializing influence. The latter is very important in schools where children are allowed, according to their deserts, to move from one grade to another. Most people here who have gone through our public schools realise that their experience in music has meant almost nothing to them. Childhood is the most precious of a nation's possessions and we, in this matter, are wasting it. In the Beaver Country Day School there are frequent assemblies in the great hall at which all the pupils sing together. We have a special singing book for this

purpose, and these occasions are valuable in consolidating the school as a whole. A typical instance would be an assembly on Blake. The school secures copies of Blake's engravings which are placed in the art department some weeks ahead, and there the children look at them and are helped to understand them. In their classes they will, of course, have read some of the Songs of Innocence. In the assembly a child will tell something about Blake, which I supplement with a short Songs of Blake set to music are sung: Walford Davies' Songs of Innocence, and Parry's Jerusalem example.

The children in our private schools are no more, and no less, musical than others. But, in general, the classes are smaller, the teachers better trained, and there is nearly always a well-equipped music room in which the teaching is carried on. At the Beaver Country Day School all the conditions are favourable. We have expert teachers, two for class music, five for pianoforte playing, one for violin, and others for other orchestral instruments.

This article, I am afraid, does not by any means do full justice to the experiments now going on here in music teaching, but the changes I have described fundamental. are stated they comprise: the use of no music other than the best, and dispensing with sight reading drill. The results in the two instances I have cited are, of course, quite different. The Beaver Country Day School music has been in operation for a considerable number of years; it is highly organised and attains results similar to those attained in St. Paul's School for Girls in London, over whose music the eminent composer Gustav Holst

In Winnetka this music project is only just now getting well started. The Winnetka schools are like a teaming beehive, and the total number of children is, of course, very great compared with the Beaver Country Day School.



### Must there be Unmusical People?

By Heinrich Jacoby, Berlin

[The following is a very brief résumé we have made of an article by Heinrich Jacoby, appearing in No. 2 of the Magazine for Psychoanalytical Pedagogy (Hippokrates, Stuttgart, 1926). For Jacoby's arguments concerning the differentiation between "substance" and "energy" in musical expression, readers are referred to his "Jenseits von 'Musikalisch' and 'Unmusikalisch'" (Ferd. Enke, Stuttgart, 1925). This differentiation causes a fundamental change in the practical pedagogical attitude.—Editor.]

If a child has difficulty in learning to walk or in learning to speak, everyone will agree that the first thing to do is to enquire into the causes of the disturb-That there must be some disturbance of the most elementary functions is just as self-evident to us as that every human being does walk and speak, and it is just as self-evident, therefore, that we should do everything to eliminate this disturbance. But if, on the other hand, a human being cannot draw, sing, dance nor model, if he cannot learn "foreign" languages, nor mathematics, we declare at once that he is not "gifted" for these things. We satisfy ourselves with the statement that he "cannot" do them. All too readily capacities which in truth are latent in everyone have been wrongly deemed to be uncommon gifts of nature, and when an achievement is lessened in value by some temporary and eliminable disturbance, it is attributed to innate lack of talent. That unconscious motives may interrupt a possible achievement and its progress, and that such motives may be made conscious and therefore inoperative is a fact that can no longer be denied.

When we say that a person is "untalented," we are not expressing merely a degree in some scale of achievement; we mean that the man who is "untalented" is wholly denied that gift, without which it is impossible for him ever to exert himself with any hope of success in that direction. How, then, shall the man who has been declared "untalented," find courage to try again? Even the first failures may have been caused because, consciously or unconsciously, he felt uncertain of himself.

In the realm of art all too frequently we value as a "gift" what is really a less

obstructed use of universal faculties. This under-valuation produces that discouraging atmosphere in which those who are uncertain of themselves so easily become "untalented." It gives the direct impulse to countless disturbances and it induces to the continuance of disturbances already existent by representing them as natural. We must just accustom ourselves to the thought that all so-called lack of talent in all realms may have causes which are open to correction, that most of the discouraging opinions about inherited talent are untenable prejudices. Also the reasons which the "untalented" man himself alleges for his failure must be examined in the light of their unconscious motives before we may believe about any man that he really cannot achieve a certain thing. The "unmusical" man has been chosen as an example, but our examination would be equally applicable to every sphere of art.

One great hindrance to a clear understanding about music is the habit of identifying music with art, that is with something special, unusual, lofty, and in this conception we see the origin of the most persistent forces of discouragement. Nothing is more likely than that when a man does not succeed at once in finding musical expression, he shall reckon himself as belonging to those to whom that "special" talent is denied. If anyone has a tendency to lack of self-confidence, he will approach an art more readily than he would some requirement of everyday life with the unconscious expectation of failure. In the light of this understanding, the current judgments concerning special musical talents in the "musical" listener will be completely changed. The widespread opinion that there is a special

nusical gift of hearing not possessed by he "unmusical" person, proves how asily we have allowed ourselves to be eceived. "I love music, but I haven't musical 'ear,' " one hears again and gain. Such an "unmusical" person is sing that self-same "unmusical" ear very day for the definite distinction etween highly differentiated noises and bunds. He recognises people by the tone f their voices and by their footsteps, he ecognises the distance and direction of sound, he reacts with certainty to all inds of acoustic signals, to big bells and ttle bells—he does not run to the telehone when the house door-bell rings nd in spite of all that, when it is a uestion of music, he believes that he annot differentiate between "high" nd "low" and so on. Every moment f his everyday life with his "unmusical" ar he is making, unconsciously, very such finer distinctions than ever come nto question in any "musical" onsideration.

Instead of satisfying ourselves with dismissing the unmusical "person as ungifted, we will concern relives specially with these very people and their sorders, and our examination will lead to quite expected disclosures, never attained had we nfined ourselves to a study of the "musical"

Countless observations show us that unsatisfactory ecution is founded not on a lack of capacity to nction but on unreadiness to function, and that it quite wrong, therefore, to try to improve the ecution by practice and drill from the outside fore the readiness to function is restored.

That music is a primitive and universal means of man expression is seldom recognised to-day, when most all concern in music is for reproduction and ippression, yet we shall gradually come to see in usic as universal a means of expression as in nguage, and this presupposes the possibility of minating the causes of disturbance to such a gree that gradually there will be, in fact, no nger any "unmusical" people.

This is no theoretical argument. In more than to thousand cases of all ages, from the small ild to the adult of 65, belonging to the most verse nations and races, I have proved that apart of thing as an "unmusical cases, there is no chathing as an "unmusical" person, even from a point of view of modern musical requirements.\* ing "unmusical" can neither be regarded as a ck of any gift nor compared with a constitutional curable disease. The disease symptoms of the unmusical" person disappear as soon as their

origin is recognised in psychic injury, as soon as the difficulty is elucidated, taken in hand and resolved, and the orthodox pedagogical attitude, which is often the cause of psychic injury, is changed, and we must not be misled by the fact that many of these disorders appear deceptively as real physical disorders. There might be just as few "unmusical" people (in the usual sense of the word) as healthy human beings who cannot learn to walk, speak, draw, write and count.

Like the timid person who stutters, the clumsy person who drops everything, the "unmusical" person will lose his voice and will declare he is unskilled with the instrument and so on. Up to the present such failures have been ascribed to lack of talent, and this wrong interpretation shakes his self-confidence to such a degree that in a corresponding situation he will fail even more markedly, but this time for quite other reasons than those which led to the first failure. Only when he is enabled to gain an insight himself into these relationships will it be possible for his readiness of function to be restored.

The better we recognise the real causes the better we can heal them, and in future can prevent the repressions from arising at all. The more clearly I understood these relationships the easier became my cures, and the more certainly could I attribute the responsibility for failure in a large number of typical cases to the conventional conception of music. There gradually arose a clearer distinction between sound energy and sound substance. Up to the present the most "musical" person was he who could most surely and with least trouble reproduce the music "substance" with skill of thought, hearing and comprehension of hand and fingers. But if music is conceived as an expression of energy, if attention is directed to the sound relationships, to the comparison of states of tension and of rest, rather than to the measurement and comparison of single notes, tune-selections and chords, many of the purely musical causes of failure disappear.+

Even the person who is considered "unmusical" in the highest degree, one who dislikes music, does not disprove the statement that all "unmusical" people are curable. One who is irritated by anything is confessedly capable of reacting to it, and, indeed, of reacting very strongly in comparison with one who is indifferent.

The impulse for the majority of disorders which appear later as definite resistances, is given in the earliest childhood long before systematic instruction begins. We have but to remember how from the very beginning onwards every childish expression is exposed to the disturbing participation of the adult with his depreciation, over-carefulness, anxiety, impatience, desire to correct and so on, which all serves to emphasise to the child his own weakness, and in this way the first essential of all spontaneity, the self-confidence of the child, is shattered. Here begins the limitation of the child's desire to express.

The ideal of society in its education is the repressed type of human being, one at least who hides or obliterates as completely as possible any sign of a free individual expression. If we compare

<sup>\*</sup> See "Grundlagen einer schopferischen Musikerhung," "Die Tat," March, 1922 (Eugen ederich, Jena).

<sup>†</sup> See "Jenseits von 'Musikalisch' und 'Unmusikalisch'" (Ferd Enke, Stuttgart, 1925).

the spontaneity of Slav peoples, Southern peoples and orientals, we see one of the essential reasons why, amongst them the whole nation is "musical," and the "unmusical" person is not a problem; why one can hear "musical" people making music in the streets as amongst us in the concert hall.

There are other disturbances not concerned with the desire for expression but with the functional output, and though the result is much the same it is very important for restoring the capacity for expression to know the origin of the repression. Imposing on the child with baby language and so on, pushing on its development in speech by the continuous repetition of words, in music by singing songs and stimulating the child to imitate, all correction of childish assertions from the adult point of view, as for example when the same match-box serves as an engine, a fiddle, or a house, and a "clever" grown-up takes no end of trouble to prove to the child that he is wrong. Every stimulation to expression not arising from the initiative of the child itself, all exhibition of childish expressions and achievements before aunts and uncles, etc., momentous accounts of the deeds and words of the child in its presence, bringing the child forward prematurely, cause the loss of childish simplicity and lead to timidity, lack of directness, unsteadiness and a premature "cleverness."

The child's need for making itself understood by its neighbours regulates of itself the natural way of learning to speak, to form words and sentences, and

thus, in every other sphere.

These obstructions which the adult creates for the child as he learns to walk and to talk are conquered by every child under the pressure of life's necessity. Life and environment do not allow the wrong conception to arise that present difficulties are signs of lack of talent. It is a matter of course, that everyone can walk and speak! But for the expression of musical sounds there is not the same compulsion to express oneself and make oneself understood, and the encouraging influence of the environment is lacking.

If we question an "unmusical" person concerning music, his manner of answering nearly always gives us sufficient facts to understand the case—experiences of intimidation and discouragement from early childhood; of some he was not conscious or he had completely forgotten them, but a "reminder" releases all the repressions with one stroke. With others one must either by surprise or by convincing logical experiments affirm the existence of a self-evident, natural universal talent. Indeed, it is possible after a few minutes by means of certain associations of Sound and by recounting suitably arranged experiences, to make every unprepared person conscious that it is not capacity that is lacking in him but that it is only surmountable obstacles that are hindering him. Moreover, such attempts are never made with single individuals; the larger the circle the more convincing is the impression. In many cases the perception of our confidence that he is actually capable of expression is sufficient to bring to the person who till then has been "unmusical," the necessary encouragement for a successful attempt. Sometimes it goes so far that people who at the beginning of a conversation have represented themselves as evidence on the "unmusical" side, maintaining that they could not distinguish "high" from "low," and "could not sing a note," have later on left the room humming contentedly. For others, the reading of incidents such as those given here has been enough.

It is self-evident that the suddenly acquired confidence in his own capacity for expression cannot overcome the results of long-standing repression and give complete freedom and certainty in mastering the means of expression; active measures are needed. But whether it be with a ten or with a seventyyear-old, one result is certain as soon as the "unmusical" person himself has the wish for expression. The thought that he is "too old" for execution is proved to be a prejudice. It is quite another question how far it is desirable to guide such a man, no longer "unmusical," along the way of orthodox musical education. Much will have to be changed in it, if we are to develop capacity for expression in sound as direct and self-evident as the use of the mother tongue. Language means to us spontaneous expression and understanding, not literature, poetry, art, and so on, but not so with music which designates to us concerts, singers, orchestra, conductors, songs, symphonies, operas, and not a spontaneous expression, spontaneous invention and feeling. We know music as a means of impression and at that, an impression that is directed to a public educated up to a "musical" understanding. It is a reproduction for that public; the expression of their own feelings, and inventions appears the monopoly of a very limited number of so-called composers and of an even more limited number of improvisers. The first thing that we ought to ask of every musician is that he should "speak" music freely, clearly and convincingly, allowing a comparison with the so-called improviser. To speak music as a language ought to be the most

means of expression. We must first of all, then, accustom ourselves to the thought of conceiving music not as an "art" and a "special subject," but as a means of expression just as universal as speech. Until the atmosphere of confidence in the capacity of each one is created in this way, even the most skilful technical reforms can be of no definite value. All those who wish to teach music in this spirit must first restore their own capacity for expression, they must them-selves be able to "talk" music once more. Only when this is "self-evident" for the adult and the educator will it also be "self-evident" for the learner. Not through improved training, nor through increased knowledge of musical theory or form, not through greater technical instrumental skill, nor through a finer exercise of hearing, but only through the life-quality of his own way of musical expression, can the teacher find for himself the practical method of instruction which leads with certainty to the goal.

self-evident premise for the mastery of the means of

expression, that which enables us to speak at all of a

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# Book Reviews

Bach to the Death of Chopin). By WILLIAM PLATT. Published by the Fountain Press. 5/-

net.

This book was received just as we were going to ess, and it is impossible to do justice to it at such ort notice. It consists of vividly written accounts the lives and musical creativeness of Gluck, aydn, Mozart, Beethoven, Weber, Schubert, humann, Mendelssohn, and Chopin. It is in the iter's well-known terse, pungent and individual te, and his passion for music lives in every line. should be an invaluable basis for Musical preciation lessons.

DW Music Grew. By Marion Bauer and Ethel Peyser. Published by Putnam. Price 18/-. This book is a somewhat amazing technical hievement, with its six hundred closely packed ges of varied information. One must pay instant bute to the patient care which evolved it. But, ter that, one asks if any child yet born ever inted such an overwhelming orgy of facts; or, if did, whether the result must not have been severe ental indigestion! For the grown-ups, the verdicts this book do not appear to be sufficiently weighty. a book of reference, it has points. Perhaps its st uses would be to a teacher able to offer it in all doses as Musical Appreciation. The first arter of the book, describing early stages, should, hold, have contained some note of the interesting tle tunes crooned and invented by very young ildren, which throw a most important light on usical origins. When all is said and done, I must nfess that I read the book with pleasure.

W. PLATT.

ew Schools in the Old World. By CARLETON WASHBURNE in collaboration with Myron M. STEARNS. The John Day Co., New York. \$1.75. In this book Dr. Washburne has given a remarkly interesting series of sketches of the New Schools Europe. His avowed object is the attempt "to tch something of the spirit behind the pioneering hools," and in this he has admirably succeeded. is is one of those rare live souls that never rest in e satisfaction of a successful experiment. As the iginator of the now world-famous Winnetka system aployed at the Winnetka Schools, Illinois, of hich he is superintendent, he might have proached the European schools with some kind of as in his judgment, but the very reverse is indeed e case. It is the work of an educationalist, keen ove all things on discovering the best possible in lucation, eager to learn, to improve, to raise ideals, nd to increase practical possibilities, with an open ind and a warm heart, quick to see errors and ilings, yet with the big capacity of appreciating, it were, the core of each experiment.

Oundle, Streatham Hill, Bedales, Miss Macnder's School at Chelsea, Mr. O'Neill's School at earsley, are the English New Schools that he

selects, and he has summed up their main characteristics with a striking discrimination, especially in the case of the Kearsley School, where many educators would have failed in true balance of judgment. He gives a glimpse of Decroly in Belgium, of the less-known Humanitarian School in Holland, of Cousinet's experiments in France, of Glarisegg in Switzerland, and, of course, of the Hamburg Schools. Two of the most interesting and illuminating chapters deal with the "Orphan's Paradise" in Czecho-Slovakia and Bakule's School in Prague. In both cases the leaders have been face to face with difficulties that would have devastated anything but the strongest hope and the firmest courage. They are bold and entirely original experiments which have amply justified themselves by results. M. Bakule, with his little group of cripple children, who can carve, paint, sing (artists who, even with such very serious disabilities, manage to earn a living by their work), is a complete refutation of the argument that the new methods can only succeed with good material. With every kind of material the new methods can and do daily succeed. Dr. Washburne's book is a very definite contribution to the cause of New Education; no one who is interested in the modern ideas can afford to be without it.

The Language and Thought of the Child.

PIAGET. Preface by Prof. E. Claparède. International Library of Psychology. Kegan Paul.

10/6 net. Pp. 238.

This book presents a wealth of material concerning the language and thought of the child, which will be of the utmost value to teachers and all students of child psychology. It may prove disappointing to some that the two children who are the principal subjects of the investigation are already six years old, and so have a fairly good working knowledge of adult language. Very little information is given about the beginnings of speech in the child, or how words primarily become linked up with the adult meaning in the infant's mind. This must be gleaned from stray passages and occasional footnotes, which are, however, too scanty in any case.

Piaget seeks to formulate, to classify and arrange the child's language after the pattern of adult logical conceptions, and, we feel, too often sacrifices the child aspect of the problem to the adult standard with which it is being compared. It is very seldom that the adult can remember enough of his own early childhood, his struggles to acquire language, and his methods of thought, as well as the content of his thought processes, materially to influence an investigation of this kind.

The adult constantly checks his thoughts by what he knows, often thereby inhibiting his power of thought very considerably on the one hand, but enriching it on the other; the child, on the contrary, is not prevented from thinking of impossible themes, because of his knowledge of facts, but finds a serious limitation, in that he has not the words in which to

clothe his thoughts to make them intelligible to others, nor the knowledge necessary for continuing

his deductive process.

Piaget divides his book into two sections. (1) Ego-Centric Speech, in which the child may almost be considered to be thinking aloud, with little reference to others, children or adults, in his vicinity, and (2) Socialised Speech, which is again subdivided into Adapted Information: Criticism: Commands, requests, threats: Questions and Answers, where others are really taken into consideration and play much the same part in the child's comprehension and linguistic behaviour as

they would in that of an adult.

It is remarkable that a psychologist of Piaget's acumen should have practically ignored (when dealing with the subject of the child's faculty for filling up any missing part of a story or word with one that he has invented, or again, when he is considering alterations in stories retold by the children, after a short interval), the phantasy-life of children, and the mechanism by which they will suppress an idea which is unwelcome, and substitute another which removes the unpopular element. The child's phantasy life influences his thoughts immensely and therefore his language to a remarkable degree, but we also find in an early chapter the startling information that language at first does not denote concepts but expresses commands and desires, and by evidence gained from Piaget's research, "we shall be very far removed from the common-sense view that the child makes use of language to communicate his thoughts."

It would, perhaps, have been more interesting to the general student of psychology, to whom the content of the child's thought makes a stronger appeal than the logical form in which it appears, were this aspect given rather more importance in the work before us. But it must be picked out and worked up by the reader. Endless wealth of material lies here upon every page, lurking in inconspicuous corners, and giving insight into the child's mind, but unfortunately allowed to pass without comment by the author. However, that allows the reader to take up this volume with the feeling of an explorer, an adventurer upon the High Seas, to discover unexplored regions in the thoughts that lie within the Mind of a Child. M. C.

Influencing Human Behaviour. By Prof. Overstreet. Published by Jonathan Cape. 9/- net. An excellent and very entertaining book. It puts before us well-known facts of psychology, but from so new a standpoint and with such crispness of illustration that we keep on re-discovering them. It is long since I read a pedagogical book with such sheer enjoyment. It is terse, wise, merry, original, arresting.

A few of Prof. Overstreet's aphorisms will illus-

trate the thought and temper of the book:-

"Never teach anything unless you tie it up with a real want in the child's life." "Every child likes to compete, even with himself." "The scolding of children is mainly an unloading process. It is chiefly a relief to our exasperated feelings. It does more harm than good." "A speech should be like mountains and valleys, not like a monotonous flatland." "All life that is at all significant is in some measure at grips with something."

"One reason why the learning-habit is so easily and swiftly put off by most of us is that in many cases the habit is built up in the midst of a complex

of strongly disagreeable associations."

"Apparently there is no dearer wish than to be free." "In play, we create our own world." (I'm not quite sure of the rightness of this last, since in any organised game we abide by the rules, often more closely than we abide by the rules of life. Many a man, for instance, breaks the Seventh Commandment far more readily than he would break a rule in cricket.)

"Our substitute for war must not be an absence of conflict, but a handling of conflict in such a way that it becomes the opportunity for a new creative achievement." Hear, hear! And upon this new creative achievement of his, Prof. Overstreet is to be congratulated.

W. Platt.

Athena Fanciulla. By G. Lombardo-Radice.

Bemporad and Son, Florence.

In his book entitled Athena Fanciulla, Science and Poetry of the Happy School, Prof Lombardo-Radice describes in a very detailed and interesting way the country school "La Montesca" in Umbria (Castello), which was founded in October, 1901, by Alice Franchetti (née Hallgarten), and directed by her until her death in 1911. In 1902 she founded the Rovigliano School, situated 10 kilometres from La Montesca. Her aim, in founding these two schools on her estates, was to teach the peasants who lived there to cultivate them not only with knowledge but above all with love and understanding of nature, love for the earth and for their work

Her husband, Senator Leopoldo Franchetti (died 1917), busied himself with social work in Italy and bequeathed his property to his peasants. Drawing used as a means of expression and observation, and not for any æsthetic purpose, plays a great part in these schools in which modern methods of education were inaugurated by that admirable woman Alice Franchetti, who was called "Our Saint" by the pupils of Montesca. It was she who discovered Maria Montessori, whose methods were adopted in the infants' class in 1910.

In the second part of his book Lombardo-Radice speaks of the education at home of his three young children brought up by their mother and teacher Gemma Harasim. In some very interesting notes she herself gives an account of their education based on the free and spontaneous drawing of the children, who used it as a means of self-expression long before they knew how to write and who had a delightful correspondence with their father (at that time a soldier on the Italian front) in the form of drawings representing their daily life. Lombardo-Radice gives a reproduction of a whole series of these drawings from the most unformed to the most recent which had become works of art. The books of history, travels and stories, written and illustrated by his little girls, are charming examples of what children can do when the creative spirit has not been stifled.

In the last part of his book the author speaks of several very simple schools attended by the children of the country-side, amongst others the Muzzano School, which has an admirable teacher at its head,

that of Pila, both of them in small villages of Alps of the Tessin.

e mentions also "La Rinnovata" School in the ular quarters of Milan. The series of drawings esenting "Mario the child of the concierge," strating the two hundred compositions describing , the work of pupils of a school in Lugano, is original and amusing. The details given by hbardo-Radice about the little community of blars all belonging to poor families of farmers or kmen are exquisite and so extremely interesting after reading Athena Fanciulla one has only one re: to go and visit all the schools of which he iks. The La Montesca and Rovigliano Schools part in the exhibition at Brussels in 1910, and the first prize with the gold medal. "The the first prize with the gold medal. "The d Harvest" is a collection of drawings and tings made by the same author in several schools Italy, some of which are mentioned in Athena ciulla. With emotion one re-discovers in these es the soul of the early geniuses of the great brian and Tuscan schools being re-born in that he little Italians of our days. The drawings and stings sent by the Sienna, Cortignola (near renna) schools and "La Pavona" in the Roman ntry are amongst the most interesting of this MARGUERITE SCALA. ection.

icational Games for Little Children and Backward Children, By Dr. Decroly and Mlle. Monchamp. "Asen," 13, Rue du Jura, Geneva. Fr.1.25. hese ingenious games provide an immense field recreation and practice for tiny children; in ition they are specially designed to help in the elopment of backward children, for whom they e originally intended by Dr. Decroly. The games I with the commonest operations of everyday life the objects they represent are the child's iliar friends (bottles, shoes, balls, forks, etc.). y are scientifically graded under two main series, n of which contains exercises for sensorial elopment, practice in calculation and practice in ling. The child learns facility in the discriminaof colours, forms, sounds, materials, in the cing of objects, in counting, telling the time, ing change. While appealing to the active side of a child's nature, they develop his powers of judgment and memory; they are a pleasant recreation and an invaluable aid to progress. D. MATTHEWS.

No. 1. The Celebration Bulletin. Edited by Dr. F. H. HAYWARD. (a) Joan of Arc, (b) St. Francis. Herbert Russell, Temple Chambers, London. 1/-.

By this time all Progressive Educationists are familiar with Dr. Hayward's "Celebration Movement," and if the succeeding numbers of the Bulletin come up to this first one, then its success is assured.

Dr. Hayward is a devotee of the movement and we who have read his "Spiritual Foundations of Reconstruction" are quite prepared for further developments on these lines.

The "celebration" will largely meet the needs of men by giving standards of conduct and by enhancing the emotional life. The "celebration" stands half-way between a religious service and a lecture or concert.

The two celebrations here given are carefully and artistically arranged, and one is thrilled when merely reading them. It is therefore only to be expected that the participation in, or witnessing of, either of these singularly appropriate "celebrations"—St. Francis and St. Joan—would exceed one's anticipations.

The extracts and references are particularly apt and ample, and will suit either adult or juvenile audiences.

Further numbers of the "Bulletin" will contain notices of celebration events, contributions from teachers, answers to questions and two or more adult or school celebration programmes. J. E. T. S.

#### The Fundamentals of School Health.

We have received from Messrs. George Allen and Unwin a copy of The Fundamentals of School Health, by Dr. James Kerr, Consulting Medical Officer, London County Council (price 35/- net). We cannot deal adequately with this large and important—not to say momentous—work in our current issue. In the April number we shall publish an article on "School Hygiene" from the pen of Dr. Eden Paul, who will make Dr. Kerr's contribution to the topic his main text.

#### E.F. CONFERENCE AT MUNICH IN OCTOBER.

A very successful Conference was held by the German branch of the New Education Fellowship at nich. The subject of the Conference was "Individual Psychology and the New Education." Prof. ehlin, of the University of Erlangen, opened the Conference, which was attended by about 400 people. Dr. Adler's lecture on "Natural Gifts and Character" the University auditorium was crowded to its ximum, about 1,300 being present. Dr. L. Seif gave an address on "Educating the Educator." Herr Lottig, leader of School Reform in Hamburg, gave an account of his work in Hamburg during the last en years. Dr. Elisabeth Rotten and Dr. Karl Wilker spoke of the New Education movement as a ble, and provoked much discussion. One Volkschullehrer made the gratifying confession that he had er regarded his pupils from the New Education point of view before and that he was "longing for nday morning to get to his class-room and to enjoy his children with the aid of this new light." It is a small group of 80 to 100 people in a State of 6½ lion—but it feels that the mothers and all the children are on its side!

# International Bureau of Education, Geneva

The Executive Committee has elected its Chairman, M. Paul Dupuy, formerly General Secretary of the Ecole Normale Supérieure of Paris; two Vice-Presidents, Madame Sokal (Poland) and Mayeda (Japan); its Secretary, Mr. Christie Tait (Great Britain); and its Treasurer, M. Henry Fatio

(Switzerland).

The permanent Council of the Moral Education Congress, at a meeting held in London on 18th May, 1926, agreed that the I.B.E. should take over the work hitherto done by the International Bureau of Moral Education at The Hague, particularly with regard to the recommendation adopted by the 3rd Congress in 1922, that history teaching should be more in harmony with the ideas of justice and international peace.

We must mention the visit of Miss May, of the U.S.A., who is opening at Florence a centre where the elementary and secondary teachers of the U.S.A. can become acquainted with the culture of our Old

Mrs. Gruenberg, of the Child Study Association, N.Y.C., gave—under the auspices of our Bureau an extremely interesting lecture entitled: Should our Children be made to Obey? The Child Study Association has done much in the States to bring to the knowledge of parents, in a helpful form, the practical results of experimental psychology. Mrs. Gruenberg has asked our Bureau to try and bring together the Child Study Association and the different Parents' Associations of Great Britain and the Continent. We beg our friends kindly to send us the names of all associations of that nature which

Mr. Paul Monroe, the Director of the International Institute of Teachers' College, Columbia University, N.Y., assured our Bureau of his warm sympathy, and promised the collaboration of the Institute of which he is the head. They will take charge of the English edition of the Guide-book to schools, and institutions of educational interest and value, which

we are going to issue.

In July, Prof. Monroe gave to a large audience invited to meet him, an illuminating address on:

Education on the International Plane.

Mr. Charles E. Merriam, Professor of Political Science at the University of Chicago, also spoke at our Bureau on the vast enquiry he is carrying out

regarding education in citizenship.

The activity of the Bureau was particularly intense during the months of August and September. Between two and three hundred visitors were received by the General Secretary. A good number came from the Far East and they were of great service in putting us in touch with educationists in Annam, Burmah, China, Japan and India. Nor did the Secretariat have any respite from letter-writing. We have now 106 authorised correspondents who send us information from 38 lands. In Czecho-Slovakia and Mexico National Committees have been In Poland, the Pedagogical Institute has most courteously accepted to be our representative and to insert our reports in its admirable Year Book. In the Argentine Republic, the Review "La Obra," representing the great mass of Argentine teachers, has assured us of its whole-hearted support.

The Secretariat continues to be deluged with queries on all sorts of subjects. We should be sorry to have to restrict our services merely to the members of our Association, but a supplement of resources is absolutely indispensable to us if we are to continue furnishing information to all the educationists who ask for it. We earnestly beg our friends to try and recruit new members for the Bureau, particularly associations fixing their own membership fees, and individual life-members subscribing £10 (or \$50) once for all.

The Educational days of the International Union of Associations for the League of Nations (coinciding with the International Congress of the Federation of National Associations of Secondary Teachers), the organising of which had been entrusted to our Bureau, were a great success. We sent an account of the proceedings to our members, with our first report on International Correspondence, based on the first fifty replies to our questionnaire, and a bibliographical note on the Reform of History Teaching. Both these subjects were on the Agenda of the

Lectures were given at the I.B.E. by Mrs. Beatrice Ensor, of the New Education Fellowship, Dr. Paul Dengler, of Vienna, and Mr. Chryssafis, of

Athens.

Our Bureau was represented at several International Conferences and Congresses. At the Fellowship. of Reconciliation (Oberammergau), Democracy (Bierville), Federation of University Women (Amsterdam), Esperanto (Edinburgh), Uni-Pedagogical Union (Lausanne), Education (Rome), Cinematograph (Paris); at the Vacation Courses of the Jean-Jacques Rousseau Institute, at the Summer School of Save the Children Fund, at the School for International Studies in Geneva.

A psychological questionnaire on Patriotism has been prepared by the Bureau at the suggestion and with the collaboration of Mlle. Descoeudres, a

member of our Executive Committee.

The I.B.E. has decided to give its collaboration to "The Open Road," New York, for the organising of Study Tours for American teachers, to the fourth Congress of the New Education Fellowship to be held at Locarno from August 3rd to August 15th, 1927, the International Drawing Competition for children which the Save the Children Fund means to organise for the illustration of the Declaration of

The Bureau will convene, with the help of Czecho-Slovakian and Saxon groups of teachers, a conference on Peace through the School, to be held at

Prague at Easter, 1927.

Finally, a suggestion made by our Polish centre, coinciding with another coming from Peru, will in all likelihood lead us to concentrate our attention very specially during the coming year on Materials for Individual Work in Schools. Apart from the enquiry we started in early summer, many replies to which have not been received yet, there is a talk of our bringing out an analytical catalogue of selected Materials and holding an Exhibition, illustrated by lectures and practical demonstrations.

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(Note.—The above editions are not translations of each other, each Editor being free to fill the special needs of his own readers.)



## **CONTENTS**

Outlook Tower	• • •	Dorothy Y. Halbach
"But Everywhere Schools are Different"	•••	Beryl Parker.
The School of To-Morrow	• • •	Joy E. Morgan.
Opposite Poles in Educational Theory	•••	M. M. Alltucker.
Poetic Expression as a Foundation of Reading	• • •	S. Ludford.
Individual Time-Tables		C. M. Rice.
School Hygiene		Eden Paul, M.D.
The Whence and Whither of Day Dreams		Mary Chadwick.
Notes. Reviews.		

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# The Outlook Tower

#### A New Intercontinental Link

During the Editor's absence from Europe the editorial chair is empty, and I sympathise with our many readers who will be disappointed to find the Outlook Tower for this quarter written by an impostor. Those who have had the privilege of working with the Editor may, on the other hand, sympathise with me for they will know that she never accepts refusals, and that one is continually left to carry through a piece of work for which one is ill-qualified! This being my own predicament, I ask the indulgence of our readers.

The Editor left England at the end of December to go out to her husband in Cape Colony. Although her trip is a private one, and she will spend most of her time inland on her husband's estate, we know she is sure to seize this opportunity of making new links for the N.E.F. in both Port Elizabeth and Cape Town, where she intends to stay for several days towards the end of her visit. We hope to welcome her back in May, and to hear that South Africa is an enthusiastic pioneer of the New Education. We know that "the movement is fundamental, and therefore world-wide. It is surging up as a very dynamic thing," and we look forward to the day in the near future when the New Education Fellowship will link together, not only all the countries of Europe, but all the continents of the world, in a grand crusade to revolutionise education.

#### Key-note of To-day

What are the striking differences between the savage and the civilised man? According to F. S. Marvin the main differences can be attributed to the civilised man's knowledge and power and to his social unity achieved through his capacity to organise. Compared with the civilised man, the savage is as "naked in mind as he is in body. While the civilised man weighs planets and moves mountains, the savage throws stones and

counts five," and History is none other than the story of these remarkable achievements from the one state to the other. But man of our own age is stamped with a very particular characteristic, one which has been worthy of long centuries of struggle, the characteristic of freedom. In the ancient worlds of Greece and Rome, in the later civilisations of Europe, he did not possess this precious liberty which he now enjoys. He could not do what he liked, his body was not even his own. It is barely a hundred years since slavery was abolished in the British dominions, and still less since the American Civil War put an end to its practice across the Atlantic. Intellectual and spiritual endured harder struggles, struggles that involved banishment and poverty, torture and persecution, even death. As a result of past anguish and martyrdom, man inherits to-day fuller freedom than at any other period of history. He is at liberty to travel by earth, air and sea to all parts of the world, he can converse across the Atlantic and be heard by millions all over Europe. New and aweinspiring avenues of knowledge open before him and ask him to explore their treasures in the realms of mechanical inventions, physics, psychology, philosophy and the countless branches of art and science. Man is free to think, to speak, to move; the universe is his.

# "True Meaning of Freedom in Education"

We, as educationists, are mainly concerned with the meaning of freedom in our particular department, namely, that of education, and as the true meaning of freedom for the child will be the general theme of the Locarno conference this summer, we shall hope to receive full enlightenment on this most vital subject. Licence is still regarded as an alternative word for freedom, with the natural result that a so-called "Free" school is abhorred as a school in which the children are ill-mannered, selfish and altogether undesirable. But, of course, the two

words are poles apart. Outward physical freedom is of minor importance compared with inner freedom, and the latter can only belong to the man who has gained complete and harmonious self-control of his thoughts and feelings. A man who is a slave to his own desires, his own habits, his own point of view may be less free than a shackled galley slave. The really free man is he who understands his own inner being and through whom the life forces flow, unchecked by inhibitions and repressions: it is he, too, who has perfect physical, mental and emotional control. Such a man is indeed master of his fate, but how many of us can say we have reached such a goal?

Modern psychology has shown that, though we have been born into a glorious heritage of outward freedom, our inner natures are badly clogged by the varying complexes that prevent the perfect flow of our forces. It is from this that we want to save the future generations; it is this kind of freedom of which we dream when we plan our "new" schools.

### Frensham Heights Experiment

In the October number of the New Era we reported on the progress of Frensham Heights School, the new demonstration school of the N.E.F. in Europe. It was stated in that report that we were making several interesting experiments, the most notable of which was a new form of individual time-table which aims giving the children greater freedom to study along their own line and at their own rate. As our readers always seem very interested in our doings, I propose to give further details of this one particular experiment which, at the time of going to press, has been in progress for a term and a half.

As a staff we are unanimous in our belief that the great thing for the child to learn is to plan his own work, and to take an active part in his own education. We condemn the type of education of yesterday under which the child was passive and merely acquired what the teacher put into him out of text-books.

We are, on the other hand, keenly interested in all the newer methods of education such as the Dalton, Decroly, Winnetka and Project methods, but, like many other schools, we do not feel we can adopt one particular set method. We prefer our way of learning to grow from within ourselves. This does not mean that we discard all the excellent methods in use, but that we take from each that which can serve our purpose, we add our own individual touch and the result is, in consequence, our "own."

### Montessori and Project Methods

We began our second year last autumn with about 80 boys and girls between the ages of 4 and 18. The small children do not enter the big school, which is in a separate building in the grounds, as we think it wiser to centralise the activities of these little people in the quieter atmosphere of the home part of the school. Those under seven live their own life in a large sunny south room, especially equipped for the needs of small people, and opening into the garden and into their own cloakrooms. During school hours they have their own Montessori teacher and during home hours they are with their "home" member of the staff.

Between the Montessori group and the big school is a transition class for the 7—9-year-olds. They, too, have their own room in the home part of the school and their own special teacher for work hours with a second staff member during the "home" hours of the day. This transition group does not work along Montessori lines, but is at present experimenting with the Project system.

#### Greater Freedom

The particular time-table experiment to which reference has been made is being undertaken in the big school centred in a separate building. From the first we have had no forms but subject groups, so that every child can be in the group for which he seems mentally suited in each one of the school subjects.

Several of our present children have lived in French and German-speaking countries and are naturally advanced in modern languages and so are in high A groups. Some of these same children, on the other hand, are at an elementary standard in Mathematics and Science and are down in C and even D groups for these subjects. Other children, mathematically and scientifically inclined, are in A and B groups for their sciences and perhaps down in C for English. The result is that each child is working at his own mental level in every one of his subjects.

The great problem that troubled us during our first year was the problem of how each child could be given sufficient freedom to enable him to work at his own rate, and it was this speed problem that was responsible for launching this year's experimental time-table. We finally decided to cut down class lessons to one set lesson per subject per week, so as to allow the children about 10 school hours per week free to work at their own rate and along their own individual lines of

interest.

The staff, when not giving set lessons, are in their subject rooms for this optional work, and the children, who are not due at a set subject lesson, go to whichever room they wish. In these optional hours the work is carried along on lines similar to the Dalton Plan, and each child has his work for the term sketched out in full detail before him. A minimum amount of work must be accomplished in each subject by the end of the term, but a child need not do a small bit of each subject per week in the usual patchwork fashion. After a very inspiring English lesson he may delight in plunging into English during his optional hours for days on end. This we encourage within the bounds of common sense. Intensive work is the more natural, and it makes fuller use of the child's interest as well as economising on the mental effort involved when switching from one subject to another.

On the whole we are hopeful of the

possibilities the scheme offers. greatest value lies in the fact that it does enable children to work at their own rate and by its means the quick child is never held back. Another very great advantage is that each child has to plan his own work, to be active instead of passive, and to co-operate in his own education. This gives scope for the development of that inner freedom which is the flower of self-control and of self-discipline. Naturally a new child, unused to any but the old orthodox methods, is at first bewildered by this kind of time-table because he has not been trained in the meaning of real freedom, and he mistakes it for "do as you please." Some of the younger and most of the new children, together with any particularly irresponsible ones, have a special eye kept on them by their individual advisers. Such children need a great deal of help and guidance and can only be given the full freedom such a time-table offers them when they show themselves capable of appreciating and using it. But these children are exceptional. The majority from ten upwards make excellent use of the liberty given them, and in its atmosphere they develop extraordinary powers of decision, initiative, criticism balance.

The biggest difficulty we have still to solve is the problem of adapting set group lessons to individual work. Let me illustrate this. At the beginning of the term History C had a lesson on the Norman Conquest. In our group lesson the next week we went on to the Feudal System, but one boy had already done a month's individual history during the intervening week and had therefore studied the Feudal System before the group lesson on that subject. This was hardly a difficulty as the boy added considerably to the lesson by bringing the child's point of view to bear on the subject under discussion. The difficulty occurs in the reverse process. It happens not infrequently that a child has had four set lessons in a month, but has attempted no individual work in connection with any of his lessons. His own reading may therefore be in connection with the fall of the Roman Empire, whereas the group lessons are dealing with the influence of the Crusades on European civilisation. This, of course, is not as it should be and is a problem pending solution.

Apart from this difficulty the humanity subjects (English, History and Geography) the Sciences and Mathematics lend themselves well to this kind of treat-

ment.

In Mathematics the child can go ahead until confronted by a new rule, when he has, of course, to receive instruction. There certainly seems to be more satisfaction in working out examples and theorems than in writing an essay. The result seems more tangible. On the other hand, English lends itself in a very particular way to this method because all the technique of composition can be mastered by the child in a variety of pleasing ways in his individual work, and the set group lessons can be used for the inspirational side of the subject, the living study of literature. So that in English there is a kind of parallel course, the one analytic and the other synthetic. The former gives the mastery of the English language as a tool subject; the latter gives appreciation of the art of writing and opportunities for the child's own creative self-expression.

Modern languages need special treatment as there has to be more oral work than in other subjects. But, as in English, much of the technique can be mastered individually for which purpose each child is given carefully graded schemes of work. There our children are particularly fortunate as many of the staff, and a number of the children speak fluent French, and the school unconsciously absorbs the sound and

intonation of the language.

From a psychological view it is very interesting to watch the different ways in which the children tackle their work along these lines. We find the majority conservative. They are unhappy unless they give an even amount of time to each subject, and they more or less keep up an even rate of progress in all their subjects. A few daring souls throw conservatism to the winds and plunge headlong into the subjects that hold their interest. A few undoubtedly waste their optional time. We all know the type of boy or girl, generally between the ages of 12 and 14, who either rebels against any form of book work or else lives in a passive kind of dream. perhaps, that they unconsciously protect themselves from over-strain during the difficult period of adolescence? Then, of course, there is the naturally lazy child, though I venture to suggest that he is a rarer type than most of us believe. All these kinds of children, whether rebels, dreamers or "lazers" seem to do better working along these lines than they would do following an orthodox time-table. They need, of course, to be carefully watched and helped, but there is pretty sure to come a day when they will want to work of their own accord. I must add here that our Company System is largely responsible for the feasibility of this scheme. Regardless of age and of academic standard, the children divided into small families, to each of which is attached a member of the staff who acts as adviser to the individual children in the company. Every company has its own particular name and hero, and stands for a special quality in our communal life. "Les Chevaliers," with St. George as their hero, lay stress on courtesy, whereas the "Argonauts," inspired by St. Joan of Arc, focus their attention on courage. Each adviser is in intimate touch with his or her children, and knows of any difficulties that arise in the child's school or home life.

There are two questions in particular that we find visitors ask us in connection with this system of work. One is, do the children only study the subjects in which they are interested? No, as I have stated there is a minimum amount of work per subject that must be accomplished in the course of the term. Any child who con-

centrates for a week or more on mathematics (as yet no one has done it!) is trained to understand that at some point he must leave off his mathematics in order to tackle his other work. The child responds very readily to a balanced, commonsense point of view. As a matter of fact, we find the general tendency is to work at subjects in which the child is rather weak than at those in which he is most interested.

The other question we are continually confronted by is, in what ways does our plan differ from the Dalton method? I think it differs in that each subject is treated more individually and in that there is no rigidity of assignments. Although we work on similar lines we combine with them regular set lessons and we introduce, when the spirit moves us, ideas from other new methods such as the Winnetka Technique and the Project Method. Ours is, therefore, a complex scheme adapted to our own particular needs, and is very elastic. We borrow ideas, adapt others and add our own!

As an experimental school our responsibility does not merely rest with ourselves, but with the wider problems of mass education in the future, so that we must discover how to retain the individual unit, with all that it means, and yet educate the masses. That is the great problem of the moment which we shall soon be facing, and which those of us in pioneer schools must attempt to face at once. It is the pioneers who must discover the way to revolutionise the whole field of education; it is for this that we are alive.

#### "A Mother's Letters to a Schoolmaster"\*

The above is the title of an anonymous and most remarkable book which has just come to my notice and which I recommend to all who are interested in the education of the future, for it pictures a dream school of the kind few of us have had the imagination to conceive. In an able preface, James Harvey Robinson writes:

"If human intelligence is to be raised to a point where it can cope successfully with the burning problems now facing mankind, it can only be done by revolutionising the minds of the young who must grow up differently from us, with the happy chance of seeing what has escaped us and acting upon it." The very fact that a Utopian school has been born in man's imagination augurs well for the future, so let us renew our courage and forge ahead!

D. V. H.

#### Locarno Conference

Our Conference at Locarno this August promises to be one of the most interesting that we have had. America, in particular, is responding enthusiastically and sending us some of her leading pioneers. We anticipate a vital gathering of educationists from all over the world. Will intending members please register early. Accommodation is limited. See pages iii. and iv.

#### Well-known Pioneers at Locarno

On the list of members from abroad who have already registered for the Conference appear the following:—Delegates from the Beaver Country Day School, the Lincoln School, N.Y. (Dr. H. O. Rugg and Mr. J. S. Tippet), International Institute of Teachers College (Dr. Del Manzo), Tower Hill School, Delaware (Mr. B. P. Fowler, Principal), Downers Grove Junior Elementary School, Ill. (Miss L. B. Morse), The Friends Select School, Philadelphia (Mr. W. Haviland, Principal), Tyringe High School, Sweden (Froken E. Boman, Principal), The Progressive Education Assoc. (Dr. Carson Ryan), The Teachers' Union, N.Y. (Miss R. Gillette Hardy, Vice-President, and Miss Truda Weil, Secretary), The Union of Parents' Assoc., N.Y. (Miss M. W. Lambin, Secretary), National Council of Education, Canada (Mr. F. I. Ney, Secretary), The Survey, N.Y. (Miss B. Amidon, Educational Editor), the Secretary of Public Instruction (Liberia). Mr. Scott Nearing and a group of teachers from Winnetka will also be present.

<sup>\*</sup> A Mother's Letters to a Schoolmaster with an introduction by James Harvey Robinson (Dent and Sons).

# "But Everywhere Schools are Different"

By Beryl Parker

(Previously a teacher in progressive schools of the United States, Miss Parker has made a year's investigation of European schools for the International Institute, Teachers' College, New York. She will lecture in that department during the coming summer session. The following reports are projected:—Austrian Bundeserziehungsanstalten, the Landerziehungsheime, and German School Reforms in collaboration with Dr. Thomas Alexander.)

Germany.—This is the phrase with which a German school man meets questions which seek to put his school into a definite educational category. It sounds less strange to English ears, for you are accustomed to "permissive legislation," "voluntary contributions," and "gradual adaptation," but in America we are always seeking to "bring things up to standard." In the main it is true that every school we have seen on the Continent is different, because our quest has been for the "new," "reform" or "modern" schools. But it is not a clearly defined group limited to those who have openly proclaimed themselves as apostles and champions of progressive educational principles. Rather is it a ferment which is working through every stratum of the school world with irresistible force, attacking the strongholds of conservatism and liberating much that is good along with many tendencies of doubtful value.

Our ears have grown accustomed to the slogans "freedom for the child," "preservation of individuality," "opportunity for creative expression," "selfactivity," but usually with reference to the pupils as centres of the educational process. The present decentralisation of the schools goes deeper in fulfilment of such principles. recognises them as valid and fundamentally necessary also with regard to the individual teacher, separate classes, school types and institutions. It maintains that each is a unity and that its integrity must be respected and preserved in order that its functions and relationships to the whole system may attain their best development in the same measure that constituents — pupils and inner

teachers—realise their fullest individual

possibilities.

Consequently, there is marked absence of outer uniformity, but a refreshing vigour in particular schools. The variation is probably less great than it was five years ago, for the schools which moved slowly forward are often on a par with those which leaped into the thin ranks of the radicals and now are modified by experience and reaction. But this fact does in no way minimise their service as pioneers and courageous champions of the new ideals. The Gemeinshaftschulen and the Versuchsschulen of Hamburg, Bremen, Berlin, Magdeburg, Leipzig, Dresden, Gera, Lübeck, Chemnitz, Hellerau, Essen, Jena and Dortmund have made a contribution and they continue to do so, but it is equally true that in many schools which have not taken a special name, the spirit of freedom, activity and social co-operation is also dominant. The sources of the reform are manifold: not only the example and challenge of these pioneer schools, but the general political revolution, the release of social forces which had long been denied expression, the fruition of philosophical theories in specific educational principles, the tremendous undertakings for child welfare and the strong love of the people for the beauties of nature and art.

To evaluate only the last two points—for the others have been often discussed—consider the spread of the Landschulheim movement, the importance of school journeys, the work of the Jugendamt, the extension of the school environment and the increased stimuli and opportunities for artistic expression. At the first conference of the Landschulheim (country)

boarding schools) representatives in Berlin last year 140 elementary and secondary schools, owning or leasing their own country homes, were enrolled and the number increases almost monthly. Add to this the numerous private and associations offering public welfare country quarters to school groups and then the comprehensive network of Jugendherberge through Germany, Austria and Switzerland, which provide hostels often scarcely a day's march apart. Remember that these facilities are in use to some extent throughout the year, that the journey of two to fourteen days is regarded as a legitimate use of school time, whether its educational purpose is fixed or only incidental to recreation and acquisition of new experiences. Reflect on the opportunities for comradeship and better understanding between teachers pupils when they tramp, play, sing, eat and sleep together for days at a time. What an enrichment of class instruction beforehand when they work together on plans for the journey, and afterward when they recall shared experiences. Doubtless the spread of this practice owes much to the Wandervögel and Youth Movements. It is partly due to the pressing need for restoring health to thousands of children whose physical stamina was impaired by war and post-war conditions, but the consequences are far-reaching. Whether it rains or shines, whether one travels afoot, by train or boat, everywhere in Germany one meets school classes, knap-sacks on their backs, singing as they wander - over bridges, through the forests, across market squares, along rivers and canals, pausing at cathedrals, castles, museums, factories. The compulsory monthly one-day trip may be omitted in winter months, but it is often doubled and tripled in favourable weather. Journeys are made possible for even the poorest children by a common class treasury and weeks of saving, by subsidies from the Jugendamt, Parents' Association, and the contributions of selfsacrificing teachers; by securing uniform low rates from railroad and steamboat

lines; and by a simple standard of living that leaves every child content with his black bread sandwiches and bit of fruit or sweets. A degree of poverty can be a blessing. The gains are many: increased physical vigour, appreciation of the homeland, first-hand experience and knowledge, stimulation of ideas and expression, social adjustment to the group and enjoyment of broadened

capacities.

highly-developed middle secondary school systems of Germany have been modified by these tendencies without sacrificing their reputation for thorough instruction. Sports, crafts, art and journeys play a much larger rôle than formerly, student councils and clubs provide for development of social responsibility and special interests. There is a decrease in the enrolment for ancient language courses with the balance in favour of modern languages, science and marked emphasis on native cultural elements. While the upper schools are open to all through tuition subsidies, there is a selection according to past record and tested ability. The types of schools are so varied and well organised that this selection can be fairly made on the basis of individual preference and qualifications, probable duration of school attendance, economic status of family, Yet the possibility of transfer at definite points is kept open by a flexible relationship between school types; ragged and unsatisfactory finish is avoided by so arranging these end points that each represents the conclusion of a fairly unified and complete school course.

Outside of the state and city schools of Germany, there is a considerable number of private boarding schools in the country, which represent idealistic and progressive tendencies. The Lietzian Landerziehungsheime, the Wickersdorf, Odenwald and Solling schools are well known, but one could enumerate fifteen more centres working on similar lines. Many of these came together in conference for the first time last winter at the instigation of the Central Institute for Education

and Instruction in Berlin. The volume reporting this meeting gives an excellent picture of their development and practices. Not only does the community and group life seek to realise high ideals, but the opportunities for practical work, art appreciation and expression, for physical development and broadening experiences are unusual. Some of these schools have experimental modifications in curricula, method and time allotment. Their contribution is to be measured not only within the scope of small institutions dependent on fluctuating financial support, but rather by the influence of their example and writings, by the discussions they have raised, by the influence of teachers and pupils who have gone out from them during the past thirty years.

Austria.—In 1919 when Austria set to work on middle school reform and salvage of the great military academies, her educational leaders found  $_{
m 1n}$ Landerziehungsheime of Germany and Switzerland the suggestive type of school for the new Bundeserziehungsanstalten, which have realised in distinguished fashion the dreams of Plato, Fichte, Goethe and Pestalozzi for an ideal community of youth. Approximately 2,500 pupils are enrolled in the six schools: Hernals and Boerhavegasse for girls; Traiskirchen, Wiener-Neustadt, Breitensee and Liebenau for boys from ten to nineteen years. After eight years these schools can look back upon a period of struggle and growth when each month demanded the working of miracles if they were to keep on to the high goals set. But the foundations were well laid in the original plan: careful selection of able pupils; balanced provision for all phases of home and school life; clear definition of curriculum goals and methods; central organisation of the group and unified management of the separate schools to insure speed and flexibility in settling problems; freedom for each school to grow into the characteristic form determined by its conditions and developing needs; continual modification of building conditions to provide for the demands of social

groups, hygiene, practical and æsthetic necessity; levelling of rank so that boys, teachers and parents come together in comradeship and unified effort. Without such a comprehensive and well-laid scheme at the outset the whole project might easily have failed, for the initial difficulties were tremendous—lack of money, materials, food, fuel, clothing. Not only did each school inherit the dilapidated military quarters with unsuitable equipment, but they began the first year with 80—90 per cent. of the enrolment made up of demoralised pupils from the old military academies and even some of the teaching staff were military instructors. By what a slender thread of hope hung the fate of the experiment and of the little groups of boys and girls chosen for the first classes of the new middle schools!

But all of the Bundeserziehungsanstalten have weathered the gales, and this July will see the original classes complete their eight years of school life and go out into vocations or on to the university. individuals and as groups they are noteworthy. One has the impression of youth that has found its powers under sympathetic guidance and is using them with joy and responsibility for purposes which enrich the individual life and the culture of the people. The schools, too, have ripened their distinctive characteristics with the years, but have kept in common such features as cultivation of personal relations in family or group life; extraordinary development of music, art and crafts; pursuit of sport and physical education for the sake of raising group standards instead of individual records; practical labour for the home in garden, house and workshop; general high rank in instruction materials, methods and scholastic attainments; close touch with the parents of each pupil; emphasis on simple, regular habits and living as much as possible in the open air.

The large numbers in these schools—often forty to a class—and their use of the same curricula adopted by other middle school types, make their achievements

particularly significant. Having accepted each limitation in their respective situations as a new challenge to effort, they have worked tirelessly and vigilantly to control every detail that might affect the outcome. Here we might pause to reflect on two types of reform: the one which wishes to throw everything overboard and start anew, the other which recognises defects in existing conditions and yet sees possibilities for use of the given material in sound growth toward the ideal structure.

Holland. — Holland is of particular interest because it seems to have many of the features for which schools of central Europe are struggling. Co-education is a matter of course in most classes; an easy relationship exists between teachers and pupils; good methods of instruction are widespread; classrooms are bright and attractive; the first six years is a common school for all the people, although freedom remains for groups which desire to start a particular type of school to do so and they receive government subsidy if their undertaking proves worthy.

During the past ten or fifteen years there has come into being a new type of secondary school—the Lyceum—which combines in a modern curriculum possibilities of choice between ancient languages, modern languages, science and a modified business course. The number of these schools has increased rapidly, and they have great importance from the standpoint of educational progress as well

as economy of administration.

Montessori schools have found favourable reception in Holland, where they show a modified form that enriches the play and creative activities of children beyond the expectation of observers who are accustomed to think of the restrictive effect of didactic materials. The development of auto-instruction in the regular school subjects for children up to twelve years of age has evolved some new and useful materials, which bear comparison with self-corrective devices and individual instruction materials produced in America. Other schools for young child-

ren under six years of age resemble a free kindergarten with opportunities for play with toys, games, songs, stories, simple

crafts and good physical care.

Belgium.—New education in Belgium means the Decroly School to most of us, and it is a justifiable emphasis when one considers the balanced harmony with which Dr. Decroly and Mlle. Hamaide have developed the little school in the rue de l'Ermitage, which, by the way, is moving into more commodious quarters this year. But the spread of their theories and practice to the city elementary schools is even more interesting and important from the standpoint of mass education. A real gain has been made in the grouping of children, in physical and mental examinations, the provision of rich materials and activities, the concentrating but unlimited principle of centres of interest and in psychological methods for teaching school subjects, particularly reading and The latter point made the strongest appeal to an American, who had become troubled over what seemed be the general antiquated unpsychological practice in the first stages of the Three R's. The schoolrooms themselves and the children's booklets reveal the steady progress they make in knowledge and skill.

France.—M. Cousinet's experiment in socialised group work with a class of girls continues to be of real value and import-Although State restrictions limit the scope of such work, it is to be valued highly for its quality and sincere presentation of possibilities when children are allowed to direct their own work under wise and sympathetic guidance. Busy and purposeful, genuinely creative, considerate of one another, responsive to suggestion, proud of attainments—this group stands out in sharp contrast to the typical elementary class in French schools. small open-air school for children of varying ages was opened only a few months ago in a pavilion on the old fortifications which frown down on Sedan. The Red Cross is co-operating in this undertaking; both space and plans for expansion are ready when more funds are available. Parents are overcoming their fear of having their offspring in rooms open to the air as the physical condition of the children shows steady improvement.

Through many years the Ecole des Roches in France, like the Landerziehungsheime in Germany, has upheld a broader conception of education than can be found in the one-sided intellectual striving of the State schools. It was good to see the vigour of the boys at work on their own playing field, cutting turf and shovelling earth with as much zeal as they showed in The club houses scattered about in odd corners of the grounds were as revealing as the contents of a boy's pocket. In these snug sanctums one found worn easy chairs, a thumbed collection of books and magazines, a few pictures, certainly a radio or phonograph and odd bits of The whole dismembered machinery. atmosphere of the school suggests definite purpose and ideals, and tradition attained and vet ever newly sought.

Ecole de l'Ile de France has been less fortunate in its development, having been forced to abandon its original achievements and home in the war zone, but it has taken up courageously the problems of new growth in the beautiful grounds of an old chateau near Paris. The group relationships are well developed; cultivation of music and drama is on a high plane; sports receive their full due; instruction is well balanced with opportunities for activity.

Switzerland.—Switzerland presents two more groups of Landerziehungsheime: in the south the French schools about Geneva and in the north Glarisegg, Schloss Kefikon and Hof Oberkirch. Each has an individual quality determined by the personality of the director, the type of the pupils and the immediate environment. All are worth while centres of progressive education, providing home and school life. The International School at Geneva and the Ecole Nouvelle de Suisse Romande at Lausanne combine the boarding and day school, seeking to give the advantages of

a country day school to pupils who return at night to their own homes.

An unexpected discovery was the Privat School in Geneva, which has a well-organised community play which is carried on with keen enjoyment by the boys one or two afternoons each week. In a long room where the main street is patrolled by a uniformed policeman there are two rows of shops, a wholesale supply house, bank, newspaper press, customs, mayor's office, etc., all connected by telephone service. Most of the wares are manufactured in full view and sold for local currency.

The Maison des Petits of the Institute Jean Jacques Rousseau, has many ingenious materials for independent learning by young children, and the group spirit is remarkable for natural freedom balanced with responsibility and consideration for others. Observation and practice in such an atmosphere is a rich experience for student teachers.

A short stay in various Zurich schools revealed many strong points and advanced tendencies. Again one had the impression that here much for which the Germans and Austrians still sought was already attained. The elementary schools are governed by a faculty council instead of a principal; the kindergartens are delightfully free and well equipped for child-like activities; comradeship and trust takes the place of discipline; instruction is based on realities to a large extent; both in elementary and secondary schools are to be found good examples of creative expression through crafts and manual work; co-education is general in the primary school which is attended by all children for six years, also in the secondary school which receives all pupils except boys who wish to enter some other

A brief sketch like this cannot do justice to any school, but it may serve to indicate distinctive qualities that caught the attention of a few observers and to emphasize the range of tendencies that makes each school different—each a world in itself.

# The School of To-morrow

By Joy Elmer Morgan

The school that looks backward turns to salt. Thinking people no longer expect to-morrow to be the same as to-day. China tried that and stood still for four thousand years. The school of to-morrow will have respect for the past combined with enthusiasm for the future. It will be more interested in progress than the status quo. This about face as between the ancient school and the modern implies a changed emphasis on ideals. These ideals run like a golden thread through ten thousand books and a million magazines that reflect the thought of teachers. They are not stated in dogmatic terms nor with finality. The world is growing more content to be open-minded. But the force of the new ideals and the new trends is unmistakable. Here are some of them.

First, the school of to-morrow will define education simply as guided growth. Teachers will understand that growth comes from within and that it concerns the whole of life. There will be less distortion in the school; less unnaturalness and unreasonableness. Well-rounded development for each child will be the

Second, the school of to-morrow will start much earlier in the life of the child than the school of to-day. The scientific study of infancy is just getting underway. Pre-school laboratories children's hospitals are putting increasing numbers of children under scientific observation. The early findings of these studies suggest that the present pre-school years may be more important for educational purposes than all the school years put together. The simple basic habits that underlie successful living may be formed then. The great attitudes toward life have their roots in infancy.

Third, the school of to-morrow will continue its guidance longer and release it more gradually than the school of today. No one will be dropped from school

because he does not fit. Schools will face frankly their task of fitting themselves to children. There will be closer integration with adult work on the one hand and

with adult leisure on the other.

Fourth, the school of to-morrow will demand teachers of greater skill and training than the school of to-day. Candidates for teaching will be selected more carefully. Training will be longer and more thorough. Salaries will be higher and will be based on skill rather than the ages of children taught. Tenure will be securer. Community recognition will be more generous. Educational effectiveness could be doubled in two years if the nation would select and train its teachers with as much energy and vision as it gave to training officers for its army in the World War.

Fifth, the school of to-morrow will not worship fixed seats, text-books, set routine, and mere grades. It will give children a chance to grow. school days and years will go hand in hand with a more varied programme of The child will find joy in school because in it are rich opportunities

for guided self-realization.

Sixth, the school of to-morrow will lay in rich sensory experience the foundation for a vigorous and well-balanced mental Children will get actual experience, not mere descriptions of other people's They will not be content experiences. with reading that the magnet attracts They will themselves feel it pull.

Seventh, the school of to-morrow will use objective measurements to guide and stimulate the learning process. It will not depend on teachers' guesses. It will rely more on the natural desire to achieve and will waste less energy on artificial prodding.

Eighth, the school of to-morrow will distinguish between the noble art of teaching and the routine aspects of school

management. It will provide clerks and machines to do the routine. Industry and business have learned to conserve talent for key activities. Schools still dissipate the precious energy of the best teachers on tasks that a well-trained clerk could do better.

Ninth, the school of to-morrow will use a wealth of mechanical equipment to aid learning. Scientifically developed films, radio telephone, and television will bring the world's best to the remotest child.

Tenth, the school of to-morrow will be associated with vastly enlarged provision for the life-long education of adults. As high schools, junior colleges, colleges, and libraries with large technical staffs multiply in number, the elementary school, in spite of its vast army of children and its key position as the foundation school, will become the lesser phase of society's educational effort.

This tentative catalogue of the characteristics of to-morrow's school does not exhaust the possibilities, but it does suggest that education is entering upon a

new era. If society is to meet that era half way, it will insist on having its best minds and greatest hearts in the schools where life is in the making. If parents. are to do their part they must give more time and more thought to the great adventure of parenthood. If teachers are to rise to the new opportunities they must elevate the basic aims of education above grades and degrees in their own minds and in the minds of children and the general public. The basic aims, the great objectives of education abide. Methods change and the setting varies, but health is fundamental, the tools and technics of learning are necessary, citizenship is inescapable, service is a radiant star, home is man's great joy, leisure is liberty, and character is humanity's highest good. To take the human plant in the garden of to-day's life and to fashion out of it the kind of individual and group life that the best men and women desire is the challenge of tomorrow's school.

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<sup>&</sup>quot;Every child should have mud pies, grass-hoppers, water-bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, hay-fields and pinecones, rocks to roll, sand, snakes, huckleberries and hornets, and any child who has been deprived of these has been deprived of the best part of his education."—Luther Burbank.

# Opposite Poles in Educational Theory

By Margaret M. Alltucker

(Assistant Director of the Research Division of the National Education Assoc. of U.S.A.)

### THEORY OF REPRESSION.

- 1. Education is preparation for adult life. It ends when maturity is reached. It is primarily a reshaping, reformatory process for the child, who is looked upon as a bundle of original sin.
- 2. The aim of the curriculum is to prepare for future opportunities and responsibilities. The curriculum necessarily involves much that is distasteful and foreign to the child's immediate interests.
- 3. The method of teaching is formal drill on set assignments logically arranged. Rigid discipline moulds the child into adult conformity.
- 4. Training results from acquiring, through memorization, the facts that make up the social heritage of the race.
- 5. Learning is a cold-storage process by which the child stores up facts and skills for future use.
- 6. Through education the child is inculcated with accepted doctrines and imbued with the sanctity of established institutions and vested rights.
- 7. School equipment is simple—a room, a teacher of the drill-master type, a rod, and a book.
- 8. Child activity in itself has no justification. Childhood is merely a period of intensive preparation for successful participation in adult life.
- 9. Too much education is feared. Education beyond one's station is to be deplored. Early entrance into industry and the early assumption of adult responsibilities should be encouraged.

### THEORY OF EXPRESSION.

- 1. Education is life. It continues throughout life. It is an unfolding process. Spontaneous self-expression is the means employed; and unrepressed child nature is its own best guide.
- 2. The aim of the curriculum is to stimulate and encourage children to grow by providing for them, through a rich and suggestive environment, activities in which they joyously engage.
- 3. The method of teaching is following the inner urge of the child which results in spontaneous activity. Freedom and self-expression best develop latent talent.
- 4. Training results from meaningful activity growing out of the child's needs and interests.
- 5. Learning is the acquisition of facts and skills essential to the fulfilment of the child's immediate interests.
- 6. Through education the child is imbued with a spirit of irreverence for blind tradition and a critical attitude toward things as they are.
- 7. School equipment is varied and attempts to duplicate life situations. The teacher is a sympathetic observer of childhood.
- 8. Childhood is its own justification. It should be a period of carefree self-expression untrammelled by the demands of adulthood with its unfulfilled anticipations.
- 9. The more education the better. Through Education every child can be brought to a higher level or station in life. The period of youth and school attendance should be extended.

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# Poetic Expression as a Foundation of Reading

By S. Ludford

(Miss Ludford has proved her method of teaching reading by her work during the past six years in a London school of 350 children under seven years of age)

Our children spend a large proportion of their school life learning to read, and they do read, and a large proportion read well and find joy in reading.

By this (our present) method what have we achieved? The joy of reading! Yes. But what do the children read when left

undirected by tutors and parents?

For the joy of reading, and it is a joy, many will read a newspaper or tit-bit magazine, from first page to last, includ-

ing all the advertisements.

Originally reading had a meaning fuller than the recognition of written symbols in the form of letters. Reading formerly meant contact, entrance into, at-one-ment with the ideals of masters of ideas.

At how many invisible doors into the ancient mines of literature have our children knocked? How many opened? How many entered? How many children having entered have abode therein; and for how long, and how often has the stay been repeated? We are told, "Oh; the school children suffer from paucity of ideas due to their environment." But paucity of ideas can be remedied, environment can only help or retard. If we believe that the potentialities of the human race lie within each child, then, failing the help of environment, there are other stimuli which will evoke activities from within.

Let us take another point of view, and follow the leading of the child. Does not the child spontaneously, when given a new illustrated book, come to father, mother, aunt, or anyone ready to listen to him, and proudly showing the book, say, "Look! I know this," and immediately begin to say a part which someone has read to him. He does not, however, read it according to the accepted methods of reading.

Does he see the letters? Does he see

the words? I trow not! I say this from deductions made after a long experience gained by watching children's natural movements when allowed to express themselves from within, instead of being directed from without.

Our recent experience inclines us to the idea that the child, at the early stage, sees all the letters and words as a whole, as a mass, or even as chaos; all that appeals to him is the idea of which the letters and words are but symbols—symbols of which, at an early age, he is unconscious.

We have wasted much of our time, energy, and patience, and that of the children also, in asking them to separate words before they were able even to see them.

Shall we drop, for the present, the past idea, and make the foundation of reading, not phonic sounds, letters and syllables, but literature. Not literature specially made for children, but real poetic expression from our greatest poets, whose works have lived from generation to generation, because of the real truth, feeling and emotion therein contained.

When we seek to select for our children pictorial expressions contained in one or two lines from our standard poets, we are surprised at the wealth and abundance that is ready waiting to be used. Each of the following examples contains a complete story, which appeals immensely to the little ones, when they see it in connection with a picture, illustrating it, and when also they themselves endeavour to act it.

Ex.:

"I will swing you in a swing among the branches."

"We march when he beats the drum."

"I woke up with the early birds."
The present and future school child

shall, at the beginning, be told a complete story, contained in one or two lines of poetry. They shall act it, with any material that is at hand, or even without material, and then picture it mentally with eyes closed. It is wonderful how children at this stage say they can see the picture, when their eyes are shut, and it is no fiction, they really do see it mentally. Let us encourage the power of imagination. It will be a valuable aid and a source of inspiration through the whole life period.

The selected sentences are printed (with script pen or otherwise) on cards about 11 inches by 7 inches in size, the letters being about half an inch square. It is most essential at this stage that the letters be large without any thin up-

strokes.

child. Memory and power of selection are encouraged by this method.]

We start, in the first, early lessons with nursery rhymes, as the children generally know these before entering the school. Therefore in the first lessons, power of selection is the only faculty they have to exercise, memory following later. Many now find the nursery rhyme stage unnecessary.

#### STAGE 1

The nursery rhyme, or poetic sentence, printed on a card with a representative picture, is held by teacher, but hidden from the children: thus a feeling of expectation is aroused. Teacher tells the story that is on the card, rousing the children's interest to a climax. The children then act the story and talk about



A space is left on the card on which the illustration of the story may be painted or (if a postcard or illustrated cutting is used) pasted.

We generally use brown cardboard with white lettering.

[Note.—As we are not dealing with separate words, the length of words used in the sentences is immaterial, beauty of expression being the aim. Also, if the children's vocabulary is to be less limited, unknown words, not necessarily connected with their present environment, should be introduced; words which are within their power of realization. And there is very little a child cannot realize when there is camaraderie between teacher and

it amongst themselves. Teacher then turns card and lets the children see the picture, about which they all freely talk.

The children now are keen to know the sentence, so the teacher repeats the sentence as a whole, and children repeat after her, as a group, then individually, with eyes open and also with eyes shut. As each child individually repeats the sentence he returns to the group or individual work in which he is interested. Thus a waiting time, in which the child becomes bored, is avoided. A large proportion of time seems to be spent on the story-telling, but this is most essential, and it ultimately gives a hundredfold return in reading as well as in literary expression.

#### STAGE 2

Daily a fresh card is taken, for variety is an essential feature. Similar words, however, constantly occur on every card. Within a very short time fifty cards are being used by the children, from which they make their selections. Daily also the children, in addition to saying individually the new card, select at least one card and repeat the sentence to teacher. If they are unable to say the card they select, teacher helps them.

The children, at this stage, either know the card or do not know it, so they are not encouraged to strain. If they are not ready, they are not ready. It is essential that spontaneous interest be created, and that the child should feel he

has freedom to choose.

The children are daily gaining greater power of selection and memorisation, and acquiring an unconscious store of poetic, rhythmic expression, which will colour their speech, composition, their general outlook on life, and their activities during their recreation periods after they leave school.

[Note.—The children learn to memorize and select the cards most readily,

duction, are replaced by cards containing selections from standard poetic writers or poets. Children now memorize as well as select.

[We find we can glean the most suitable selections from the poetic prose writings of Tagore.]

#### STAGE 2a

Teacher on several large cards about 30in. by 22in. prints four sentences which the children have already used, with pictures attached to each one, and a division line between the sentences. Children now take their own small card and find its duplicate on the large card.

#### STAGE 3

Duplicate cards are prepared. On both cards the sentence is printed, and on one the representative picture is attached. On the other card a blank space is left where the picture should be, and the duplicate picture has a piece of cardboard pasted on the back to strengthen it, but is not fixed to the second card on which the sentence is printed.

A number of these duplicate cards and loose pictures are put on a table. Cards are still the same size, 11in.  $\times 7\frac{1}{2}$ in.





however difficult some of the words may seem to us. We know not how they do it so quickly. Intuition, I believe, is, to a great degree, the cause. Do we realize how intuitive, as well as imaginative, a child is before he reaches the age of seven years? The rhythmic swing of the poetic sentences is an important factor.]

After the first few weeks, the nursery rhyme cards, having served as an intro-

The children select one card they like, which has a picture on it. They next find the corresponding card, which has no picture. Next they find the corresponding loose picture and place it on the vacant space on the card.

[Note.—The sentence on the illustrated card should be taught as in Stage I. before the child is introduced to the loose picture and non-illustrated card.]

#### STAGE 4

By the previous exercise children have learned to distinguish some sentences without the aid of pictures. Therefore on large cards about 30in. by 22in., four sentences, that children have seen and learned, are printed without pictures; division marks are placed between the sentences, and the children are asked to take their small picture-card and go to the large card, and point to the same sentence on the large card and read it.

#### STAGE 5

Children next learn to find on table cards without pictures which they read to teacher, and then find the same sentence on the big card without pictures.

Finally they read the sentences directly from the large card without the aid of the

little cards.

#### STAGE 5a

After 50 pictorially illustrated cards are recognised, the upper section of the class are ready, when a new card is introduced, to recognise it (after acting it, and hearing its story) without pictorial illustration, as intuition is now more active.

#### STAGE 6

Children now are beginning to realize that the sentence is made up of parts (words). In order that the teacher may know definitely when this stage is reached, she now, when teaching a new card, points to each word as she reads the card. She, however, says nothing about doing so, but trusts to the children's love Those who are ready to of imitation. progress further begin to copy her and attempt to point as she does, but very imperfectly. We do not tell them whether they are right or wrong (for it must be spontaneous expression from within). Day by day the pointing of those who attempt becomes more and more perfect, and finally they point correctly. The teacher then knows they have realized that words are separate, and that these children are ready to progress to the next stage.

#### STAGE 7

We find now that although no attempt has been made to teach small words, the children know them instinctively; as little friends, the constant recurrence of the small words, on the numerous cards, must unconsciously make an impression. After a child has read a card, the teacher now says, "Show me some little friends." The children, with joy and zest eagerly do so and name them also. The teacher sometimes points to a little word and asks the child what it says. It is still, however, very essential that the child retains the feeling that it makes its own choice. All pointing can now be stopped; it was only useful as an indication to the teacher that a goal was reached. Further pointing would retard fluency.

[Note.—The children realize many words by the context, as do adults. How many adults, when reading a book, read all the words? It is most interesting to test ourselves in this respect.]

#### STAGE 8

Although children now know their small words, the name words (nouns), are not known because they do not appear on the cards so frequently as the small prepositions, etc. Therefore at this stage, so as to arrange that children see these words frequently, an exercise similar to word matching is introduced. It is really eye training. The children now, although they place separate words on their duplicates, still think of the whole sentence whilst placing the separate word.

The method pursued is as follows:— On the single brown cards, on which pictures and the sentences are printed, an envelope is attached containing all the

words in the sentence, separated.

The children take these separate words and cover the duplicate words in the complete sentence with the loose words. The child still thinks and speaks of the sentence, as a whole, undivided. By continued practice, the child finally recognises, as in the case of the small words,

that the name words are distinct from the others.

#### STAGE 9

Children are now encouraged, without the aid of pictures, to point out and bring to the teacher any sentences they recognize. Daily the number of sentences they recognize increases. At this stage children now begin to recognize name words in the sentences, apart from the context.

Should the teacher point to any word, and the children not recognize it, they have a way of their own of finding it, as follows: -They know the sentence as a whole, therefore they begin at the beginning, and say each word slowly till they arrive at the unknown one, which they say with marked emphasis, and then stop. This method, started some time ago by one child, is now followed by all. It may be slow, but it is sure, and also it enables the children to help themselves to find out words.

#### STAGE 10

Children are now ready to commence using reading books, having entirely avoided the primer stage of books. They commence with a reader, not a primer, which contains nursery rhymes and fairy tales in rhyme. They are able to attack quite long words fluently, for they have had such a large variety of cards to use and they have unconsciously memorized quite a large and varied collection of words, whilst consciously learning to recognize the sentences. The unknown words are soon grasped by the children in various ways, most frequently by mental word pictures given by the teacher and by context.

#### STAGE 11

ordinary story books. About 24 books, all different, and of varied degrees of difficulty, are put on a table, and children are allowed as they enter to select which book they please. When they have prepared a portion they read it to the teacher. The teacher also, after hearing the prepared portion, turns to another part of the book to test readiness of response and attack of entirely unprepared work. Children, after reading, tell the story they have read.

#### STAGE 12

A final test is to allow children to prepare a given portion, and then instead of reading it to the teacher, to tell the story in their own words.

We find this test most effective, and it takes less time than the reading. Another final test is to allow them to read a portion which is not illustrated, and then to draw it and explain it to the teacher in their own words. The results have been most pleasing. Although we regard actual reading as an adjunct or secondary part of our scheme, we find that the children read even more fluently than they did when it was the primary aim of our teaching. The gain in vision, zest, interest, keenness to know has been most surprising and cannot be calculated.

I have a selection of 360 sentences, which we have found most useful, and would be delighted to send some to anyone who is anxious to start the method.

Note.—The method of acting and story-telling, etc., has now been extended to Songs from Shakespeare's Plays, Selections from Spenser, illustrating Seasons and Months, and from Jason, by W. Morris.

(Miss Ludford will gladly give more The children now pass to unseen information to interested readers who readers, and are ready to attack with zest write to her c/o "New Era.")

# First Principles in the New Education

# INDIVIDUAL TIME-TABLES

By C. M. Rice

Many teachers, both old and young in the profession, are conscious that the methods presently employed in the classroom require revision, remodelling, and in some cases, scrapping. This feeling is not confined to one country, it is almost world-wide. Teaching in the mass, in the days when seventy or more pupils faced the teacher, did achieve success, but only for the gifted. That method assumed that all children were of standard capacity, and equally capable of benefiting by the instruction given. difficulty of large classes is admitted, but even with smaller classes (still too large), class-teaching is not producing the "best." The mental differences in individuals continue to be ignored. brighter and more capable pupil has to mark time for the slower, while the dull pupil is goaded and prodded in a vain attempt to make him overhaul the clever. It is possible to impart knowledge for correct and facile reproduction in a class, but true education is the cultivation of intelligence, self-reliance, and discipline. That is an individual matter capable of realisation by work along the individual lines of the New Education.

#### Freedom

The key-note of the new methods is Freedom. Teacher and pupil must be free; the teacher free (within the limits of his scheme of work), to develop his own methods, the pupil to assimilate knowledge and experience, at his own rate.

In adopting new methods, the teacher must approach the work with an unbiassed mind, be prepared for set-backs, and ever ready to modify, or remodel his plans. Methods employed by others may be taken as a guide: adaptations may be made. But the most successful work will result from methods of the teacher's own creation. The easiest way to make a

beginning with the new methods is to visit a school where these methods are employed. Failing this there are many helpful books dealing with the New Education. All this, however, must be treated as general guidance: slavish copying of others is futile. The teacher will learn best from his own experience, guided always by the needs and capacities of his pupils.

In recent years a great advance has been made at the top and bottom of the school, in Infant Rooms and in classes beyond the elementary stage. But progress in the Junior and Senior departments has been so slow as to give rise to the feeling that a "gap" exists. This gap can be closed by adopting different

methods.

For work in the Junior school a variety of apparatus may be adopted and adapted, while methods in use in the Infants' Department should be extended throughout the Junior school.

#### Individual Work

In the Senior school individual work may be introduced, even if the pupils have had no previous training along these lines. Individual work is best begun in one subject, that subject being one for which the teacher has special aptitude, or in which he thinks progress may be most easily measured. Gradually he will extend the system to embrace other subjects, and thus secure a valuable economy of time.

Examinations, as at present conducted, would be unnecessary. Tests there would be, for Test Cards are an integral part of the system, and are introduced when the teacher thinks desirable. When working the assignments, the child is free to find his information from whatever source he can, but on reaching the Test Card he performs all the work thereon on special

paper or in an examination-book, and may consult neither text-book, teacher, nor neighbour. A child trained to individual work will be found to be better prepared to face tests and examinations, than one who has to look forward to these at set periods of the year, with the knowledge that failure means retardation.

At present teachers have to map out their work by quarter, month, and week. The assignment is an essential feature of individual working, and is given to the child so that he may know how much work is to be overtaken in a given period.

Discipline

An important feature of the New Education is the character of the discipline. In this connection it will not be unprofitable for the teacher to ask himself these questions:—Must I raise my voice above conversational tone to secure attention? Do I maintain order by a system of external rewards and punishments? The old idea of curbing and taming the child must vanish. Fear has no place in the new methods: in its stead come confidence in the teacher, and the knowledge that sympathetic consideration will be shown to the child in all his efforts. He needs to be taught to move about quietly, trained to control his movements, and brought to realise that undue noise is an offence against his neighbours and the school. While seeking his own highest good as an individual, he is also a member of a community.

Sample Assignments

The following suggestions of methods of approach to subjects, by individual assignments, are offered as a guide. inaugurating the system a sufficient number of "Card No. 1" must be made out to provide at least "one between two." As the scheme develops the number of later cards decreases.

COMPOSITION for beginners. (Written work should be based upon oral practice, the child choosing his own subject, from his immediate or intimate surroundings.)

Choose a thing, a name-word (noun). Tell what it does (verb).

Write another sentence telling more

about that same thing.

Later introduce adjectives, and increase sentence composition to three sentences to make a complete story. Here is an example of what the result might

- (1) The little white lamb was playing in the field.
- (2) It ran through a hole in the gate on to the road and was hurt by a motor
- (3) The farmer carried it home in his arms.

This form of composition can be extended to embrace all parts of speech, the paragraph, and lead to a continued story.

ENGLISH. (Cards may be built up using the Readers at present in use in school. The following is based upon a picture of "King Alfred and the Cakes ''):—

Look at your picture. Ask yourself questions about it. How many people do you see? What is the man doing? What is the woman doing? Does she seem pleased or angry? Why should she be angry? What is the dog doing?

Now you have read the story of King Alfred. Suppose you were King Alfred, how would you have told the story to one

of your friends?

Grammar. There are two "doing" words or verbs, which are very like each other, but have different meanings. They are (1) To lie (meaning to lie down, or stretch out), and (2) To lay (meaning to put down or place). Here are some parts of these verbs:—

Present. Past. Future.

- (1) I lie. I lay, and I have lain. I shall lie.
- (2) I lay. I laid, and I have laid. I shall lay.

Fill in the correct verb in these sentences.

- (1) The woman the basket on the table.

(2) The dog — on the floor.
(3) The cakes — on the hearth, etc.

(Many excellent books ARITHMETIC. on Arithmetic are on the market, and from these a progressive series of assignments can be made. The explanations given in these books are sufficiently lucid for the average pupil to follow himself, and thus afford the teacher an opportunity of giving a collective lesson to the slower pupils. When the text-book in use in the class gives exercises only, the teacher will preface the assignments by examples explaining the working, and showing the method, and then detail the examples from the exercises to be worked).

CARD 1. PERCENTAGES.

We are now going to study "Percentages." The word "percentage" comes from two Latin words, "per"=by, and "centum"=100, so you see "percentage" means reckoning in relation to 100.

Suppose the entire population of a village was 100 persons, and 50 were males, we should say "50 per cent. of the inhabitants are males," that is, 50 out of 100. Another way of saying this is, "Half the population are males," for 50=half of 100.

Suppose again, that of the males 10 are boys, what percentage of the population do the boys represent?

The entire population = 100.

Boys=10 out of

this 100.

Therefore Boys=10 %

or one-tenth.

To save time we use the symbol "%"

for the words "per cent."

The population of "our suburb" is 2,400. Of these 480 are children; what percentage does this represent?

480 out of 2,400, how many out of 100?

 $\frac{480}{2400} \times 100 = 20 \%$ 

Note  $\frac{480}{2400} = \frac{48}{240} = \frac{2}{10} = \frac{1}{5}$  20% =  $\frac{20}{100} = \frac{1}{5}$  &c.

turn to an orographical map of Scotland to see the formation of our own country. It is divided into three main sections, the Highlands, the Midland Valley of Scotland, the

Southern Uplands. There are two great "parallel" faults or cracks in the rock crust, one coming from Stonehaven to Loch Lomond and the Firth of Clyde: the other from Dunbar to Girvan. Between these a great block of original plateau has slipped to a lower level.

(1) In a blank map of Scotland fill in the divisions. Show clearly the lines of

the "faults."

(2) Draw a diagrammatic section across the Rift Valley of Scotland. (See p. 97. Nelson's Geography Practice).

(3) Give a general idea of where the

coal measures are.

(4) What do these mean:—Fault, erosion, carboniferous, metamorphic?

HISTORY. The story of Bruce is one of the most thrilling in history. His bravery, in spite of desperate odds, his cheerfulness in exile, his determination to win, are some of the characteristics which stamp him a leader among men.

(1) Imagine yourself a Scottish soldier in the days of Bruce. You are one of his best friends. Describe some of your

adventures.

(2) You are now Edward I. of England, the "hammer" of the Scots; say what you think of Bruce.

LITERATURE (Macbeth). Make out such a set of notes as you consider necessary, i.e., a play, or drama as it is often called, imitates actions, words, and behaviour of men and women. It shows scenes from their lives, represented as nearly as possible as they take place. Duty, honour, love, jealousy and all the forces and passions which play so great a part in human life are dealt with by Shakespeare in a wonderful way.

(A collective lesson on Witchcraft would be useful. Refer to, and recommend for reading, The Lancashire

Witches by H. Ainsworth).

The play was first acted in 1603, probably chosen from Scottish History in

honour of James I. who was interested in witchcraft.

Suggestions for subsequent lessons.

(A) What was the effect of the witches' promises on (1) Macbeth. (2) Banquo. (3) Lady Macbeth?

(B) Copy out Macbeth's soliloquy which sums up his reasons against

murdering Duncan.

If you are in doubt about anything see your teacher.

The following books contain much helpful information:—

The Montessori Method, Dr. M.

Montessori.

Montessori Principles and Practice, E. Culverwell. Education on Dalton Plan, H. Park-hurst.

Individual Work and the Dalton Plan, A. J. Lynch.

A Single Class on the Dalton Plan, J. A. Radcliffe.

The Play Way, Caldwell Cook.

The School and Society, J. Dewey.

A Path to Freedom in the School, N. MacMunn.

What is and What Might Be, Ed. Holmes.

Educating for Responsibility (the Dalton Plan in a Secondary School), S. Philadelphia High School for Girls.

Individual Work in Infants' Schools, J. Mackinder.

(Above books are in the New Education Fellowship Lending Library).

# School Hygiene

By Eden Paul, M.D.

(Sometime Professor of English and Latin at the Second Higher Middle School in Sendai, Japan.)

One-third of the population of Western European lands consists of persons under fifteen years of age. The proportion was considerably larger in the old high-death-rate and high-birth-rate days. It will be less under the more effective birth control and the much increased expectation of life that will be characteristic of days to come. But it will always be very large. Furthermore, in the future, "school age" will be lengthened rather than shortened, will begin earlier and end later than it does now on the average. It will begin at three, if not at two, and it will go on till seventeen or eighteen.

Even to-day, when the period of schooling is for most people so short, a very big fraction of the population—at a guess, one-eighth—consists of school children. The hygienic conditions by which they are surrounded during these plastic years are so important that school hygiene ought to be considered one of the most vital of

all departments of public health. That is why Dr. James Kerr's The Fundamentals of School Health\* deserves a warm welcome, and should find a place on the shelves of the library in every progressive school.

The "plastic years," I said. What does that mean? It does not mean that schooling, education, is like the work of the modeller in plasticine, who can impress any form he pleases on the material he shapes. The plasticity is far more negative than positive. It is much easier to repress and to warp, than to create. Perhaps, in this field, we cannot create at all! At any rate, the attentive reader of Dr. Kerr's book will certainly be struck by the fact that school hygiene is far more concerned with learning what to avoid than with learning what to do. We take

<sup>\*</sup> George Allen and Unwin, London, 1926, pp. 860, 35s. net.

children and herd them in a class-room; seat them in rows at desks; make them keep fixed hours; teach them the trivium, the quadrivium, the elements of the humanities; set them (one may hope) from the teacher's pulpit the example of an orderly, civilised existence; guide their activities in playtime. In a word, we "artificialise" their conditions mightily. Well, we cannot help doing that. Man is not a "natural" animal at all; he is a highly artificial animal, has been an artificial animal ever since he became "man." Our business, in school and out of school, before and during and after school life, is to see to it that the inevitably artificial conditions under which we all live are not such as will cripple or distort or disease body and mind. That is the hygienist's business. He must see to it that the conditions will better nature instead of worsening nature.

A momentary digression must be pardoned. I have no time to argue with nature fanatics; I spew them out of my mouth. It is "natural" to have headlice and enlarged cervical glands. It is "natural" to have body-lice and typhus. It is "artificial" to rid ourselves and our children of the primary and secondary parasites, and their remote unpleasant consequences. I prefer "artifice." I would rather be a civilised human being

than a lousy savage.

Which does not mean that we are to empty the child out with the bath-water, that we must not strive to be healthy animals as well as reading and writing and ciphering and cooking and tool-using animals; that we cannot learn a good deal about diet and exercise from some who are miscalled "savages"—the New Zealand Maori, for instance.\* An example of such a wise "return to savagery" is the openair school, "which, so far as climate will allow," writes Dr. Kerr (p. 203), "seems destined to be the ideal of elementary education in future." Yet in the openair school the children will not squat on the trampled earth, any more than they will lie about on the asphodel. They will sit at properly-constructed desks, and have the requisite amount of protection from sun and wind and rain; and they will be suitably clad. In a word, they will not be in natural conditions, but in carefully chosen artificial conditions—in respects more artificial than those of the traditional brick-built dens or cattle-pens in which we elders wrestled for the elements of an education a long time ago. Open-air schools were invented for the The educational world is beginning to realise that they are just as much needed by young children who pass for being well—in a world where so few of us fulfil the possibilities for health with which (unless specially ill-starred) we were equipped when we came into it.

The Fundamentals of School Health is a big book. It contains forty-three chapters. Here are the names of a dozen of them, taken almost at random:—

Heredity.
Play.
Light as a Healer.
Seats and Desks.
Sleep.
Tonsils and Adenoids.
Mental Development.
Vision.
Sex Education.
Stammering.
Infectious Diseases.
Health of Teachers.

The remaining thirty-one are just as

important, just as interesting.

But is the book too technical for the average teacher? It is, and it isn't. The author cannot quite make up his mind whether he is writing for the school doctor or the school teacher, so he writes for both. There is a good deal of anatomical and physiological and pathological detail which every competent doctor ought to know, but which those whose student years are not very recent will be glad to be reminded of and to have assembled into one comprehensive volume. There is a good deal which a doctor will understand more easily than a layman; but there is very little that ought to be beyond the

<sup>\*</sup> Cf. Ettie Rout's Maori Symbolism, Kegan Paul, 1926; a most stimulating book.

understanding of any school teacher whose heart is in the profession—and this surely applies to all teachers in New Schools. More than a hundred and fifty excellent illustrations, charts, and dia-

grams assist comprehension.

"Does the book concern us?" That is what the secondary school teacher will be apt to ask. Are not our schools already permeated with the principles of scientific hygiene? An unduly sanguine view! Even the newest of New Schools will find plenty to learn from such a book as this! Tradition is strong, even among revolutionists (I am one myself, and I know!). And much of the new knowledge is a good deal newer than the New Schools.

Moreover, while the science of school hygiene has grown mainly out of a study of the right and the wrong practices of elementary schools, the knowledge thus acquired has influenced the doings of secondary schools in many ways; and then these latter have reacted upon the faulty and inefficient hygiene of the public elementary schools, in which the great bulk of the children of the nation spend the critical years of life. Dr. Kerr will by some be considered rather drastic in his views regarding desirable actions and reactions in this field. He writes (p. 242): "Increased living room must be found not only in houses, but in cities, and, above all, in our overcrowded elementary class-rooms. The only remedy is to take hostages for conditions of good health by compelling every child in the community to put in half-a-dozen years in the elementary school. Then healthy classrooms for all will be ensured." \*

The author has the impatience of extant trammels characteristic of all experts with a strong urge towards getting an obviously useful thing done here and now, regardless of vested interests and vested stupidities. You will sympathise with or deplore this impatience as your own inner urges (which we dignify by the name of "political opinions") dictate. In my pencil notes on the margins of Dr. Kerr's

Writing of the problem of tuberculosis, the author says (p. 243): "The only scientific solution hits vested interests, and is hindered by the cupidity which sacrifices public needs to private gain." Dr. Kerr is not alone here. Dr. Woods Hutchinson, in his book Conquering Consumption, said the same thing in a somewhat more seemly fashion: "If the rich had more sense and the poor more money and both more public spirit, consumption would soon be a thing of the past."

Again (Kerr, p. 261): "If tubercle is an infection pure and simple, predisposed to by the debility of overwork and the want of vitality due to bad housing, poor wages, and caused by infection from other persons in the community, it is the duty of the community to come to the aid of the sufferers, whether actually diseased, or in danger of disease, and relieve them fully and freely without the assessments and charges which at present stand in the way."

Again (Kerr, p. 262): "The official who has the grit to offend vested interests by looking at a social topic from the scientific aspect, while honest, may be lacking in worldly wisdom, and later has to pay the price."

All this is very lamentable, and in keeping with Dr. Kerr's frequent expressions of hatred for Care Committees and the Charity Organisation Society. even those educationists (if there be any) who regard disrespect to the C.O.S. ideal as bolshevism and the Sin against the Holy Ghost, will find eight hundred odd pages of non-contentious informative this remarkable volume. matter in "Non-contentious" if you do not look beneath the surface, like so much else in contemporary society.

book, I have labelled the foregoing and several other utterances "bolshevism." Whether that means sympathy or virtuous indignation, I will leave the reader to divine. While he uses his divining rod, I will give some more instances of the same kind.

<sup>\*</sup> Italicised by E. P.

# The Whence and Whither of Day-dreams

By Mary Chadwick

To say that the day-dream springs from repressed and unconscious wishes is but stating the case in a perfunctory manner, offering but a scant explanation of the dynamic providing such a wide-spread and far-reaching form of gratification to compensate mankind for the discrepancies Day-dreams supply a comof reality. pensation for the disappointments of life, as well as a retreat from its difficulties and hardships. They have their advantages certainly, since they furnish a palliative for these troubles, but in spite of this, they are not to be considered as entirely without corresponding disad-

vantages or dangers.

The time at which day-dreams most frequently make their appearance—in early childhood and adolescence—can be found stated fairly simply and comprehensively in most literature on the subject, but in a great many cases the habit of day-dreaming persists throughout life, appearing, however, renewed vigour whenever circumstances present a menacing aspect and the individual requires comfort and consola-Very frequently one finds them connected with some condition temporary or permanent physical weakness, where there is a lack of the robustness and elasticity generally to be found in normal children, which severely handicaps the little one and leads him to seek an imaginary rather than an actual triumph over rivals. But this has also another important significance. The delicate child of the family is usually the mother's favourite, or one who fancies that because of this infirmity, he or she is generally disliked. These two factors alone may prove the basis for a great many phantasies; and because the daydream is a reaction to life, it is worth while looking around to discover the precise stimulus that has called up the phantasy from the depths of the

Unconscious, and motivated one set of repressed wishes rather than any other. Only children, solitary children in the midst of a large family, those who shun playmates or those who have a preponderance of what is generally called the artistic or poetic temperament, will be found more addicted to the habit of phantasy-making than others for reasons

we shall endeavour to explain.

Why repressed and unconscious wishes find an outlet in this form rather than any other is a subject that lends itself to interesting investigation, and leads on to show how the day-dream may become a danger or menace to the psychological welfare of the individual on the one hand, and reach its most satisfactory apotheosis on the other, by turning the solitary, anti-social day-dream into literature or art. But to see more clearly how these steps lead one to another and the divergencies they may take, it is best to pause while to survey the aetiological structure and development of the daydream.

In a recently published book upon this subject, Gemeinsame Tagtraüme, by Dr. Hans Sachs, of Vienna (published by the Internationaler Psychoanalytisher Verlag, Wien), these developments are carefully explained and the connection demonstrated between the day-dream and the neurosis on the one hand, and the day-dream and the work of art upon the other. The answer to the riddle is to be solved to a very large extent by investigation into the sources of the phantasy, therefore of the repressed wishes, and of the reasons why these should have become repressed and unconscious in the first place.

In a book, published in 1923, Das Ich und Das Es,\* Freud has demonstrated the mechanisms controlling the growth of the ego-Ideal and the structure and the

later repressions that arise during the life-time of the person in consequence of cultural training. Day-dreams follow the stages of human development, keeping step with the history of repression and cultural training. Should we attempt to trace the main phases, which are sufficiently well marked to show themselves without confusion, caused by transitional cross currents, we find the following:—

The Early Infantile, or most primitive stage, in which the individual reigns in omnipotence, the Mother being the other pole completing the entity of the child's bipolar bliss. The delicate child frequently gains a continuance of this state far longer than the more robust member of the community. This first is a stage conspicuous for the initial absence of individual repressions, although for a short time only, since the educative struggle begins early, laying the foundation of the deeper repressions and therefore of the first day-dreams. The daydreams which arise from this level represent their author as omnipotent, a mighty sovereign, with adoring subjects around him, the hero or heroine of wonderful adventures, beloved by all, passively content to receive the adulation of all, and expecting his smallest command to be

The Œdipus Complex. child does not remain for long in this Circumstances arise infantile paradise. which separate desires from their immediate gratification. The happy bipolarity of life is soon disrupted once again from another angle, and interference in the shape of preferred rivals forces its way into the infant's world, so that he feels himself cast out of paradise. The little girl, as well as the little boy, finds it obligatory to surrender complete possession of the mother. Father and other brothers and sisters claim their share, so that the little one experiences the bitterness of rivalry and learns in consequence that others may be preferred to itself. Again do we find the day-dream coming to the rescue in this painful situation, and

obeyed.

providing solace through its imagery, which will then take the place of realities which seem now no longer so bright as in the past, or appear in the form of phantasies of revenge and hatred, meting out punishment to these rivals who are too large and formidable, or at the same time, too well-beloved to attack in ordinary life.

Here we see the gratification of the unconscious wish, and the significance of repression. The cultural "Do not," uttered in love or anger by the parent, in course of time erects a barrier between the child's earliest desires and primarily his actions, although afterwards, his own wishes. These original wishes, however, continue to survive, although repressed in the unconscious, forever struggling to find an outlet in consciousness, yet at the same time fully aware that they have been forbidden and banished. Should they succeed in breaking through and finding a welcome, although perhaps a stealthy one, in the child's phantasies, they are for this reason still accompanied with a certain amount of guilt, which will be enough to cause their maker to hide them from those in authority, since they in the first place forbade the activity and caused the repression of the wish. The child's emotions were very deeply stirred, it is true, by the control of those bodily activities which first fell under the ban of cultural limitation, such as weaning, training in cleanliness and the like, but the wounds so given to the child's natural self-love (primary narcissism), became increased through a heaping up of affect, reaching a climax in the child's later feelings of rivalry, centred around the struggle to retain sole possession of its mother. In the case of the boy this situation is far simpler than of the girl.

At the commencement of life, the mother is of the greater significance for the children of both sexes, but the little girl for various reasons turns away from her mother earlier than her brother and is attracted to her father, resulting in an attachment that is sometimes mistaken for an original situation. She will then love her father and regard the mother as her

rival in the same way as the little boy clings to his mother and looks upon his father with veiled conscious or unconscious hostility. This state of affairs, to which Freud has given the name of the Œdipus Complex, from the old Greek tragedy of Œdipus, is the subject around which an immense amount of revolves in the human conscience. the focus of many of the most primitive laws and punishments and represents desires which cultural training from time immemorial has massed its forces to eradicate. One can scarcely wonder that we should find the stages of life, when this state of affairs is pre-eminently in the mind of the individual, coinciding with those when the day-dream enjoys the most luxuriant though carefully hidden abundance. Nor is it remarkable, for the same reason, that this triangular situation should be one of the most familiar themes of art and literature, as well as that which proves the rock upon which so many persons break into a hopelessly neurotic The first period when this condition. stage is reached by the individual is from 4—6 or seven, the second is puberty. Following the former comes a stage where, helped by the outer exigencies of culture and education, the child comes increasingly under the influence of adults other than the parents. Although it is now recognised that each fresh environment encountered through life provides reflections of the original home circle, the fact remains that the influence and stimulation of the adults belonging to later stages will not be so strong as that formerly exerted, whilst that of schoolmates and playfellows becomes stronger, so that we find that boys and girls of seven, eight or nine usually begin to show themselves less under the dominion of the Œdipus Complex and its conflict, and gradually becoming more absorbed in the companionship of young contemporaries of the same sex.

3. This stage may be reckoned as the Latency Period, and may be compared genetically with that stage in the world's cultural history when the young men of

the tribe, who had previously been driven away by the jealous sire, united against him, and, renouncing the society of women, formed themselves into a band of brothers. But even then strife arose among the brothers and in time one would become the leader, having vanquished the rest. So also do we find the day-dreams of the latency period constructed after the same model. Comradeship, co-operation, team work, but nevertheless a deeply-rooted ambition to become the leader of the band, will colour the phantasies of this age.

4. Adolescence represents a gathering up of all the former experiences of life, the repetition of all stages, foremost amongst them naturally the Œdipus Complex, as a final rehearsal before the curtain is rung up upon the grand drama of the love-life of the individual, which is to be played when maturity is reached. The childish phantasies repeat themselves very faithfully, the main difference being that the caste has been redressed and acts under changed names. Still, the hero and the heroine, the beloved and the villain of

the piece are all clearly recognisable, and

the plot is unaltered.

Thus does life show the gamut of her phantasies and emotions. So few notes are there in the scale, but such an endless variety of melodies may be made out of them. Whence the day-dreams come, we have endeavoured to show, whither they go and what becomes of them we will try The dark and dangerous to make clear. side shall be passed over briefly, for its goal is pathological. The child who derives too great or too complete a gratification from its phantasies may turn altogether from the task of making the efforts necessary to acquire the satisfaction of its wishes in actuality, and become the helpless, ineffectual dreamer, the neurotic, and the person who, trying to live his day-dreams, and confusing them with reality, approaches the sphere of the But these are questions for pathology and psycho-therapeutics. Let us turn rather to the brighter side of the picture and scan the highest point the dayream may attain. The day-dreamer may eturn to his companions from his solitary hantasy-weaving, and, content to surender some of its peculiar joys, the ecrecy, personal gratification of forbidden vishes, the concentration of interest upon he Ego of the dreamer, may then, hrough the approbation of others, find hat his former means of escape from the outer world leads to a return to the community and social service. By sharing his guilty secret, whence the day-dream prang, the sting is withdrawn from it for himself and his load of guilt lightened.

The success and popularity of any poem, lovel or work of art indicates that it has been founded upon some phantasy which has played an important part in the lives of many. Our enjoyment of the plot and characters depends to a very great extent upon how completely we are able to identify ourselves with the personality of the actors and their mentality. The author or artist is usually aware, consciously or unconsciously, of this factor.

Yet it is not always that the psyche of each individual progresses unhesitatingly through every stage of development. Arrest may occur at any point, either because of too great a pleasure gained from it or because advance to the next step is too difficult, too devoid of pleasurable gain. Stimulation on the part of adults, either the parents or their surrogates, should not be overlooked in this connection. The phantasies of these persons cannot fail to colour their behaviour towards any children in their care. One cannot help feeling when one reads the descriptions from teachers, interested in psycho-analysis, of day-dreams of their pupils, and the part played by themselves in their phantasies, how exceedingly interesting it would be to hear something about the day-dreams of these same teachers, and the rôle played by their pupils in them.

There is, however, one point which teachers would do well to bear in mind. It has become an increasingly favourite method of teaching history, to allow pupils to enact historical episodes, with, one has heard, the best possible results. Just recently, however, it has been borne in upon me that this has its attendant dangers, in connection with the dynamic produced by the day-dreams of individual teachers and children. The foremost problem for consideration is whether the choice of scenes to be represented springs from favourite day-dreams of the teacher, and perhaps works off her affects in relation to her pupils.

The second question is that of the effect produced thus upon children of a nervous temperament, for whom some scenes are emotionally more than they can bear, especially when they infringe too closely upon day-dreams of their own which are thus crudely brought to the surface by another,—and when they are perhaps of necessity forced to play a part against which all their psychological trends revolt. But this educational method could easily engage our attention for a long time. It is one of the utmost importance and one which has been rapidly and readily adopted because of its obvious advantages, while its disadvantages appear only to the few because they may not show until after years of experience.

The innermost essential of the child is soul. To afford it opportunity to lift itself out of the limitations of instinct into the freedom of purposeful will, should be the aim of education.—Locke.

#### FELLOWSHIP NEWS

#### Scottish Section

The Scottish Section were fortunate in having an extensive lecturing tour in November from Mrs. Ensor, who visited eight centres, in Glasgow holding several meetings, and speaking on New Methods in U.S.A. In Clydebank, where an audience of 2,000 assembled in connection with the Town Council's Health Campaign, she spoke on "Psychology and Health," and everywhere left behind her fresh knowledge and inspiration. film, "Individual Work in an Infants' School," has been shown at Edinburgh, Kirkcaldy, Dunfermline, Lochgelly, Leven, Cowdenbeath and St. Andrews, in December and January. Miss J. Mackinder and Mr. C. M. Grieve have lectured in Glasgow. In February there were two interesting lecture tours from Prof. J. J. Findlay, on "Schools of To-day and To-morrow," and Mr. Sturge Moore, the poet and art critic, on "Taste in Poetry." In March and April there is to be an exhibition of "Children's Art," organised by the Glasgow Branch at the People's Palace, Glasgow, closing April 10th. The exhibits are almost entirely creative individual work, British and Foreign, and lectures are to be given by John Duncan, R.S.A., and other artists. Miss E. Luke, Mistress Method, Dundee Training College, helping very much by her lectures on Infant Apparatus; also Miss E. Pagan by her addresses on "The Teaching of Scripture to Children."

Leeds Group

The Fellowship's centre at Leeds has been active, as usual, during the Spring. The following lectures appeared on its syllabus:—"The Adolescent Scholar," by Dr. Maxwell Telling, with Prof. Strong in the chair; "The Theory and Technique of Psycho-Analysis," by Dr. Braithwaite; "The Value of Psycho-Analysis in Education," by Mr. Ernest

Jones, and a lantern lecture by Dr. G. F. Morton. Two lectures on the Dalton Plan were also given by Mr. J. A. Radcliffe.

### London Group

London received a very welcome visit from Dr. Elisabeth Rotten in November. Dr. Rotten gave a lecture to members on "The New Education in Germany." We hope to have another visit from her in May and to invite members to meet our German colleague at a Fellowship "At Home."

#### Swedish Section of N.E.F.

A Swedish Section of the Fellowship has been founded, with a strong committee under the chairmanship of Fil. Mag. Gustaf Mattsson. Miss Edelstam, editor of Pedagogiska Spörsmal is vice-chairman of the executive committee. The Swedish Housewives Association—a very strong and effective organisation—has formed a special education section which will co-operate with the Fellowship in Sweden. The interest of the housewives is very important in these days when we are coming to understand that the foundations of education are laid in the home, and that the school can only work within the limits already set by the home. We congratulate our Swedish colleagues on this happy co-operation.

Swedish readers should communicate with the Secretary of the Swedish Fellowship:—Fru Mabel Mattsson, 15, Jumkils-

gatan, Upsala, Sweden.

### Summer School for Speech Training and Verse Speaking (Marjorie Gullan Method)

Under the auspices of the Glamorgan Education Committee, Miss Marjorie Gullan will hold a summer school at Barry during the first fortnight of August for Speech Training and Verse Speaking (including the Marjorie Gullan Method of Rhythmic Movement to Spoken Poetry). Enquiries should be

NOTES 63

directed to Miss Gullan, 15, Langham Place, London, W.1.

#### Escuela Nueva Damón

The Fellowship in Spain is doing good work. A small model school has been started with Dr. Adolphe Ferrière and Dr. Sola de Sallares as presidents. The school is co-educational with Montessori and Dalton Plan sections. Much of the school work is done in the open in a lovely flower-filled garden. The address of the school is Apartado 954, Vallcarca-Barcelona.

#### New Zealand

A Study Circle has been formed in the Taranaki Province. The Secretary writes: "Needless to say the New Era is read and re-read by our rapidly-growing circle, and we all feel quite 'near' to the Headquarters of the Fellowship." Our very best wishes go to our friends in New Zealand, who, so far from us in the physical world are yet so near to us in the realms of thought and aspiration. Secretary of Group:—Mr. C. Farnsworth-Stratford, Stratford Primary School, Stratford, N.Z.

Groups in India and Ceylon

Another group of the New Education Fellowship has been formed in India. Secretary:—Mr. M. L. Agarwala, B.Ed. (Edin.), The Training College, Agra, U.P.

In Ceylon a Teachers' Study Circle has been organised by Mr. T. Muttucumaru, B.A., Mahinda College, Galle, Ceylon.

Italian and Spanish Magazines Affiliate to the Fellowship

From 1927 La Nuova Era, edited by Prof. Arcara, at Palmero, ceased publication, and its valiant work in the cause of New Education will be taken over by L'Educazione Nazionale, the well-established monthly edited by Prof. Lombardo-Radice.

In Spain, Lorenzo Luzuriaga has long been championing the cause of New Education through his magazine Revista De Pedagogia, which has now also become

affiliated to the Fellowship. We welcome these two distinguished Editors to our International Council.

#### New Ideals in Education Conference

Will be held at Stratford-on-Avon from 18th to 23rd April. The general theme of the Conference will be "Pioneering in Education." Apply Miss L. de Lissa, 44, The Avenue, London, S.E. 19.

### Special Ten Weeks' Course

For Teachers of Mentally Defective and of Dull and Backward Children will be held from 2nd May to 9th July. Apply Central Association for Mental Welfare, 24, Buckingham Palace Road, London, S.W.1.

# St. Andrew's Summer School, 11th—29th July, 1927

Scotland offers a very interesting series of courses for teachers. There are six main courses:—1, Education of Adolescents; 2, Mental and Scholastic Tests; 3, Rhythmic Movements; 4, Music; 5, Individual Work (including Decroly and Winnetka Methods); 6, Physical Education. Full particulars from Director of Studies, Training College, Park Place, Dundee.

#### A Conference at Prague

Will be held on the 18th and 19th April. A detailed programme will be sent to all who apply to the International Bureau of Education, 4, Rue Charles Bonnet, Geneva. The general theme of the Conference will be "What the School can do for Peace."

### Progressive Education Association Conference

The seventh annual conference of the Association will be held April 28th, 29th, and 30th, 1927, at Cleveland, Ohio. The Headquarters will be the Statler Hotel. Details of the arrangements are now being perfected by an active committee headed by Mr. Burton P. Fowler, of the Tower Hill School, Wilmington, Delaware. The programme will be developed

under the general heading, "The Spirit and Practice of the New Education."

Palais Mondial Conference (Brussels), 17th—19th July, 1927

The seventh World Congress organised by the Union of International Associations. The Fourth Session of the Université Internationale will also be held at the Palais Mondial, 17th-31st July. Members who have a few days to spare en route for Locarno Conference should not fail to visit Brussels and contact the splendid work for internationalism that is being done at the Palais Mondial. Full particulars from Palais Mondial, Parc du Cinquantenaire, Brussels.

### "La Nouvelle Education"

The sixth conference of the French Association, "La Nouvelle Education," will be held in Paris, at the Musée Pédagogique, 41, rue Gay-Lussac, on April 14, 15, and 16. Dr. Gilbert Robin will speak on "Les drames et les angoisses de la jeunesse"; Mme. Antipoff, of the Institut Jean Jacques Rousseau, will describe the psychological method of Lasourski; Mme. Reynier will take as her subject the illeffects upon children of intellectual overwork; and M. Chochon and M. Cousinet will give an account of recent educational experiments made at Nice and at Sedan. There will be an exhibition of children's free work. Particulars from Gueritte, 11, Claremont Gardens, Surbiton, Surrey.

### Interchange Between Austrian and English Teachers

The Fellowship has been asked to co-operate in a scheme to organise and facilitate exchange between Austrian and English teachers and students. An influential committee has been formed under the inspiration of Prof. Dr. Krassnig, with Miss M. A. Challen as secretary. Apply 29, Gordon Square, London, W.C. 1.

### A Model Montessori School

Mr. C. A. Claremont, Studio House, Rosslyn Hill, London, N.W.3, is seeking to establish a Model Montessori School in London. Mr. Claremont truly says:—
"There are better equipped Montessori classes to be found in Vienna, in Holland, in Spain or in Italy, than in any part of London." Readers interested in this project should communicate with Mr. Claremont.

#### India

The National University Graduates' Association, Guindy Road, Adyar, Madras, has appointed a special committee to prepare a memorandum on educational experiments in India. Will pioneers please send accounts of their work to the Secretary of the Association.

#### The Parents' and Children's Club

It has been suggested that there is a need for a residential club at which parents could live with their children in order that the children may be under expert guidance, especially during the early years. Often in a district there are not enough forward-looking parents to make a small school or even a class possible and individual parents are at a loss to obtain the right kind of early education for their children. This kind of club would need co-operation and careful management, but would supply a two-fold need of the day,—a comfortable home for parents and companionship for the "one child." Interested readers should communicate with Mrs. E. Philcox, 4b. Albion Street, Lewes.

# English-German Correspondents Wanted

We have received a request from a Realgymnasium in Germany for correspondence between some of its pupils—aged 16-18 year with similar aged pupils in an English school. Enquiries should be made of Dr. Bohs, Studienrat, Realgymnasium, Brandenburger Strasse 3a, Magdeburg, Germany.

# Exchange Summer Holiday in Germany

Two students from the beautiful town of Eisenach wish to exchange about a month's holiday with two English

students. Particulars from The New Era office.

#### Au Pair Posts Wanted

By German and Austrian teachers, who can teach German and some other subjects. Posts in private families also required. Particulars from The New Era office.

#### L'Ecole Decroly

Dr. Decroly's school has recently removed to Villa Montana, 45, Drève des Gendarmes, Uccle, Brussels.

#### Posts Vacant

The Garden School, Ballinger, Gt. Missenden, Bucks, requires in September

an experienced resident teacher for children under 10, if possible with Montessori Diploma. Apply to The Principal, stating salary.

A modern girls' boarding school in New Zealand requires several mistresses. Apply in first instance to New Era.

### "Musical Playtime"

The "Musical Playtime School," organised by Mrs. and Miss Wareham, 40, Wigmore Street, London, W. 1, has opened a correspondence course for teachers who seek instruction in this novel Kindergarten method of music teaching. A cordial invitation is given to all who care to visit the Wigmore Hall Studios to see the pupils at their music play.

### A PARENT'S BOOK SHELF

(Reprinted by kind permission of The Child Study Association of America, Inc. 54 W. 74th St., New York City.)

Healthy Mothers Healthy Babies Children By S. Josephine Baker. Little, Brown & Co. (Boston).

Feeding the Family. By Mary Schwartz Rose.
Macmillan (London) and N.Y.C.

The Nursery School. By Margaret Macmillan.
Dent (London).
Character Training in Childhood.

By Mary S. Haviland. Small, Maynard (Boston).

Moral Instruction of Children, By Felix Adler.
D. Appleton & Co. (Lond.) and N.Y.C.

Your Child To-day and To-morrow.

By Sidonie M. Gruenberg.

Lippincott (Lond.) and N.Y.C.

Wholesome Childhood.

By Ernest R. and Gladys Groves.

Houghton, Mifflin (Boston).

The Use of Money. By E. A. Kirkpatrick.

Bobbs, Merrill (N.Y.C.).

Psychology of Childhood.

By Naomi Norsworthy and Mary T. Whitley.

Macmillan (Lond.) and N.Y.C.

The New Psychology and the Parent.

By H. Crichton Miller.

Larged (Lond)

Jarrold (Lond.).

The Nervous Child. By Hector C. Cameron.

The Nervous Child. By Hector C. Cameron. Hodder and Stoughton (Lond.).

Mental Conflicts and Misconduct. By William Healy. Little, Brown.

Psychology of Special Abilities and Disabilities.

By Augusta F. Bronner.

Kegan, Paul (Lond.).

The Adolescent. By J. W. Slaughter.
Allen and Unwin.

The High School Age. By Irving King.
Bobbs, Merrill.

The Father and His Boy. By T. W. Galloway.
Association Press.

For Cirls and the Mothers of Cirls. By Mary G. Hood. Bobbs, Merrill.

Parents and Sex Education.

By Benjamin C. Gruenberg. Am. Social Hyg. Assoc. (N.Y.C.).

Being Well Born. By Michael F. Guyer.
Bobbs, Merrill.

The Control of Life. By Arthur J. Thomson. Henry Holt (N.Y.C.)

The Trend of the Race. By S. J. Holmes.
Harcourt, Brace (N.Y.C.).

The New Psychology and Its Relation to Life.

By A. G. Tansley.

Allen and Unwin (Lond.).

Concerning Parents. A Symposium on Present Day Parenthood. Child Study Assoc.

The Child and His Problems.

By Alice Hutchison, M.D.

Williams and Norgate (Lond.).

The Health and Psychology of the Child.

Ed. by Sloan Chesser, M.D.

Heinemann (Lond.).

Parenthood and the Newer Psychology.

By F. H. Richardson.

Putnam.

Some Contributions to Child Psychology.

By Margaret Drummond.

Arnold (Lond.).

The Cuidance of Childhood and Youth (A Symposium)

Macmillan.

Nearly all the above books can be had from THE NEW ERA LENDING LIBRARY (11, Tavistock Square, London). Books sent by post if desired. Write for complete catalogue.

# New Education Fellowship

### FORMATION OF MANCHESTER BRANCH.

In view of the rapid increase of interest in progressive education both at home and abroad, the New Education Fellowship is making a new and extensive effort to form branches in every big city of the country. The first of these branches has been formed at Manchester where an influential body of support, representative of widely different sections of educational interest, has been secured. joint secretary (Miss Dorothy Matthews) has recently spent several weeks in Manchester, and has made contact with representatives of the elementary schools, the secondary schools, the high schools, the private schools, the education authorities, the University, the Nursery School Association, various educational

and international organisations.

Branch has as its President Professor J. J. Findlay, Honorary Professor of Education in the University of Manchester, the value of whose support it would be impossible to exaggerate. Wellknown for his work for the cause of progressive education, and well-beloved by all who have had any contact with him, he adds a unique distinction to any organisation fortunate enough to enjoy his co-operation. He recently lectured in the Scottish Section of the New Education Fellowship. The Vice-President of the Branch is Miss E. S. Barrett, Principal of the City Training College. The General Committee is representative of various spheres of educational activity. Miss Field, Head of Whalley Range High School; Miss Frodsham, inspector and lecturer at the City Training College; Miss Grant, Head of Withington Girls' School; Mrs. Edith Mumford, the well-known writer and lecturer; Miss Grace Owen. Hon. Secretary of the Nursery School Association; Councillor Wright Robinson, Deputy Chairman of the Manchester Education Committee; and Mr. George Sutherland,

Principal of Dalton Hall (Hall of Residence for the University of Manchester) have already agreed to serve, while the Executive Committee is composed of Miss Jenkin Jones, Head of Ladybarn House School; Mrs. Guthlac Jones; Dr. Long; Miss Mackay, Head of Bank Meadow School; Miss Marriott, Head of Shakespeare Street Nursery School; Miss Martin; and Miss Nancy Shore, Head of Mount School. A very keen and capable secretary to the Branch has been found in Miss F. M. Surfleet, of Claremont Road Nursery Class, who arranged at Mount School an informal meeting of welcome for the joint secretary on her arrival in Manchester, and who has done much to assist in the formation of the Branch.

To inaugurate the Manchester Branch a public meeting was held in the Milton Hall, on March 18th, when Professor J. J. Findlay was in the chair. The vote of thanks to Professor Findlay was proposed by Miss Jenkin Jones and seconded by Professor Pear. The education authorities of Manchester, Salford and Lancashire county were kind enough to circulate notices of the public meeting to the schools in the districts in their

respective areas.

The joint secretary was entertained at the weekly luncheon of the Soroptimist Club and gave an address on "The Meaning of Freedom in Education." She also spoke on behalf of the New Education Fellowship at the Training College under the auspices of the Guild of Workers for Children under School Age, with Councillor Mrs. E. D. Simon in the The Manchester Guardian and the Manchester City News have given very liberal notices of the formation of the Branch and the public meeting in Enquiries should be Milton Hall. addressed to Miss Surfleet, Moor End, Kersal, Manchester.

### Book Reviews

Guidance of Childhood and Youth. Readings in Child Study compiled by the Child Study Association of America. Macmillan Co. 324 pp.

This is a symposium of experts. The book is divided into four sections—"Impulses and Activities," "Social Environment," "Organic Foundations," and "Individual Variations." The chapters on Imagination, Fighting and Play are particularly striking. In the second section, "The Use of Money," "Clubs and Gangs," and "Coeducation" are most arresting. In the third section one finds the physiological aspects stressed in seven chapters, three of the best—where all are good—being "Speech Development," "Sex Education" and "Adolescence." The last section deals with individual variations covering "Heredity," "Mental Tests," and "The Exceptional Child." Over thirty people have worked on the selection of matter, and the material on each topic was read critically by four different readers to ensure a balanced consideration and to eliminate duplications. The child is considered as an organism rather than as a finished automaton or as a pure intellect, the process of constant change or development thus being implied.

We most heartily commend this book to all teachers, parents and students of child study. comprehensive index adds to the value of this cyclopedic book on the guidance of childhood and youth.

J. E. T. S.

Educating for Responsibility. The Dalton Plan in an American Secondary School by members of the Staff. Macmillan Co. 310 pp. Price 6/-. This is one of many books on the Dalton Plan, but deserves to be read and followed by anyone desirous of educating on individual lines. The Head Mistress, Dr. Lucy Wilson, contributed the first four chapters out of a total of twelve, and evidently inspires much of the remainder.

Principles and practice are adequately dealt wath, comprehensive assignments being given for the various school subjects. Quite a useful addition is the assignment on "Household Arts"-a subject not often included in books of this type. The "peaks" (big things) are kept in view in the form of excellent questionnaires in the Appendix, and apart from school use, home students would find these an excellent basis for private study.

One must quote from the "Foreword" to give the view point-"Our faculty are not only courageous, they have vision, together with a scientific attitude toward their experiments, which keeps them always divinely discontented. We have three reasons for

printing this book:--

(1) We have taken at least one step on the road to freedom.

(2) Other teachers have asked us many questions and sought much concrete aid.

(3) We are deeply interested in helping intelligent, often gifted, children to get a high school education instead of being thrust into what are almost surely blind-alley jobs.

greedily hope that this book, which we believe to be a road to freedom in education, may help many to reach graduation, who else might not even begin the journey."

A chapter on the psychology of learning and a complete bibliography enhance the value of what will be a most useful addition to books on the Dalton J. E. T. S. Plan.

Permanent Play Materials for Young Children. By CHARLOTTE G. GARRISON (Instructor in the Department of Kindergarten First Grade Education, Teachers College, Columbia University). Scribner. \$1.10.

"The unresponsiveness of things—the fact that they cannot be cajoled or swayed by his whims, his moods, his passions, introduces the child to the inevitableness of nature and her laws. A certain poise—a sort of sanity of mind—comes through working with silent, unrelenting things which teach us that there is no use in 'kicking against the pricks.' " "Play to be productive must enlist the child's creative powers, which must develop from crudity of expression to higher levels of outward excellence. . . Creative work and creative play are so akin that it is difficult to tell where one leaves off and the other begins." Thus writes Dr. Patty S. Hill in her extremely interesting introduction to this valuable book, which fills a very definite need in the literature about the young child. Miss Garrison writes with many years of experience with all kinds and conditions of children and with teachers from all over the world; her suggestions and assertions are supported by practical experience as well as by psychological understanding. Play materials meet different needs in the development of the child: there are the toys which are miniature reproductions of the objects of utility in adult social life-dolls, doll furniture, wagons, engines, etc.—toys of skill such as hoops, tops, balls, slides, seesaws, swings; materials and tools with which the child can learn to create useful and beautiful objects; æsthetic articles and literary play materials such as pictures and books. Emphasis is laid throughout on the social value of play materials as well as on their use in developing the confidence and independence of the child. The chapters on gymnasium apparatus for little children, house-keeping toys and tools, toys for manipulative play, materials for scientific experiment, pictures, dolls, blocks, all contain a wealth of suggestion and information, the result of much careful study and investigation. The value of the book is greatly enhanced by the numerous illustrations and by the lists of American firms where the various articles and materials may be purchased. It is a book from which all who are concerned with the education of young children, whether in the home or the school, whether following out this special method or the other, may draw much that will be of immense help, both from the psychological and from the practical standpoints.

Parenthood and the Newer Psychology. By F. H. RICHARDSON, A.B., M.D. Putnam. 7/6 net.

It does not seem too much to say that this book should be in the hands—or rather, the minds—of all parents. It would help those who are alive to their responsibilities and difficulties, while it would be a challenge to such as still do not realise that the "first commandment with promise" might well run: Fathers and mothers, honour your children.

Every chapter is full of practical advice, but the first—"The Greatest Thing in the World—Love" and the one dealing with the religious instruction

of children are, perhaps, particularly illuminating.
The following quotation from "Disciplining a Child" illustrates the simple and readable style:— "In fine, then, discipline must be courteous, not curt; affirmative, not negative; approving, not critical and carping; and vitalizing, not deadening, if it is to be of any use at all, and not a downright detriment to the children upon whom we practise it."

One's appreciation of Dr. Richardson's work might be summarised in the words of a well-known advertisement: "My dear, buy it!"

The Child in the Changing Home. By C. W. Kimmins, M.A., D.Sc. Herbert Jenkins. 2/6

This is an interesting little book by a man with a long and wide experience of education. He has noticed the change which woman's education and entry into business life has made in the home, crowned recently with the franchise. It was, shall we say, a more or less limited monarchy, and is now much more nearly a republic conditioned by age differences. This again is modified by the fact in each individual family as to who is, or are, the actual breadwinner or breadwinners. His hints to parents throughout on the sharpness with which they are being watched and summed up; the need for truthfulness and not pretending to more knowledge than they actually possess; the bad effects of parental jangling, are all helpful to actual and intending parents. He tells some amusing stories of children which space prevents me from transcribing. If anything he seems to credit the young child with too uncanny a knowledge of how to manage parents. His "Psychology of the Henpecked Husband" is well balanced, and his statement as to the need for care when the freedom of babyhood is exchanged for the necessary discipline of the nursery is illuminating. In placing an appreciation of humour at an early period Dr. Kimmins' experience coincides with my own, but I have not yet been able to formulate any rules why children who appreciate one piece of humour utterly fail to appreciate other humorous touches which by analogy you quite expect them to appreciate. H. B. M.

Letters to a Young Headmaster. By W. JENKYN THOMAS, M.A. (Cantab.), Hackney Downs School, and CHARLES W. BAILEY, M.A. (Dublin), Holt Secondary School, Liverpool. 186 pp. Blackie & Son. 3/6 net.

"There ought to be," says "B" in one of these attractive letters, "a training course for headmasters." (The italics are his.) As no such course exists, he and "T" decided to do the best they could for the young and inexperienced headmaster by writing to him frequently during his first

year of office. As a result, the readers of the Educational Outlook (in which these letters first appeared), and those teachers who buy this book, will have little excuse if they commit any of the commoner faults headmasters are prone to.

They will have this advantage, too, over those who in the future attend a college of headmastership, that a book is ever with them and can be referred to always, whereas the memory of even the finest course grows dim in time. Which sentence infers, indirectly at least, that the contents of this book are not such as will date. The owners of the "Letters" will have a book they can re-read with profit, seek practical guidance from, and quarrel with as heartily as they please.

Note this last; it is not the least virtue of the book. If you can't quarrel with a book that sets out to guide you, then it hasn't started you thinking; in fact, unless it is on a subject you know nothing about (and we all know lots about headmastering), then it had better not have been written. and "B" survive this acid test admirably.

They range over the whole field of headmastership, discussing Caretakers on one page and expulsion on the next, School Hygiene along with Scholarships, and Business Habits immediately after Ideals. The letters appear at first sight to be flung haphazard into the book-you are instructed in points of scholastic law on p. 42, and on the treatment of boys taken suddenly ill on p. 50-but they are not; there is much sound psychology underlying their arrange-

Their tone is intimate, often flippantly so, and jokes and funny stories are (by implication at least) certainly to be considered parts of the headmaster's repertoire. But do not imagine that the writers are superficial. I open the book at random, and read, "In the clash of loyalties it is the highest that should prevail." Or again (the subject is "Penny Bloods and School Libraries"), "T" says of boys, "The 'dreadfuls' they know they like. The classics they know they do not like." Could the problem be summed up more pregnantly?

"The master word of education," says "B," "is co-operation." With that we shall all agree, and no doubt with most of what the writers say about cooperation. (They say a good deal.) With other of their pronouncements—for example, "Train the herd instinct and respect it," or "In a world full of change, the British boy is changeless "-we may find ourselves less disposed to agree. (How delightful it is to be able to quarrel openly with a headmaster!) Certainly, the authors of the letters would be the last people to expect us to accept all their advice unquestioningly.

There is nothing revolutionary in this book; the attitude of the writers throughout is, to speak paradoxically, Liberal-Conservative, and "Hasten slowly" would seem to be their favourite motto. But there is in it a fund of sound wisdom, and shortlist aspirants would do well to have a copy in their pocket. H. C. D.

Dreams and Education. By J. C. HILL, M.Sc.

Methuen & Co. 1926. 4/- net. pp. 104. It is exceedingly uncommon to find a book which one can so heartily recommend as this little volume. For the modest sum of four shillings parents and teachers will furnish themselves with both enter-

tainment and profit, since a few hours spent in the perusal of this book should throw light upon a good many dark problems aroused by the education of modern children. It contains a wise and just account of Freud's discovery and the immense service it has rendered to the cause of Child Study and Education, as well as a hearty appreciation for the light that psycho-analysis has brought to the author. Those who read the book will be glad they have done so. They will gain by a new point of view, which is laid before them in such a tactful and convincing manner, that they will be prepared to accept rather than deny many truths that at first glance may seem strange and almost hostile to preconceived notions on the subject.

Spoken Poetry in the Schools. By MARJORIE I. M. Gullan. (Methuen, 3s. 6d. net.)

This book offers to many anxious teachers the kind of help they have been seeking. Time has brought many changes in the schools, but hardly one more marvellous than the turning of poetry from the most hated to one of the most loved of classroom activities. Of this revolution the main cause is simple—the advent of liberty and of teachers not afraid to use it. Yet even now there are some who feel a little uncomfortable about poetry. Give them "difficulties" to explain, and they are happy; but poetry itself-! What are we to do with it, they cry.

If they read this volume they will learn. Miss Gullan begins with the earliest stages, when tiny tots swing to the rhythm of words they do not yet understand; and she then goes on to show the teacher how this association of rhythmic words with bodily movement can be profitably extended to much later

stages of education.

Miss Gullan describes the "line-a-child" method of teaching jingles and "community pieces,"—such, for instance, as "January brings the snow"; but she is careful to point out that this method is horribly wrong when applied to a vitally organised From this she passes to the teaching of pattern and pictures in poetry, and the proper delivery

of lyric, narrative and ballad pieces.

The grateful teacher will therefore discover from these pages how poetry can be treated as poetry, so as to become rich in meaning instead of being choked with "meanings." Miss Gullan rightly holds that rhythm is the life of poetry, and that any supposed "expression" forced against rhythm destroys beauty at the very heart. There are, however, two places in her book where her stresses appear questionable. She scans these two lines thus:

And turn his merry note

Unto the sweet bird's throat.

Surely the stress should be "unto." How would she scan "Come unto these yellow sands," or "Now unto thy bones good-night," or "The sun was not so true unto the day"? And in Ariel's song she reads,

On a bat's back I do fly, After summer merrily ( )

-i.e., with "merrily" as a dactyl followed by a blank stress. The couplet is plainly meant to go: On a bat's back I do fly,

After summer merrilye.

The first five lines of the lyric all rhyme on the long "i" sound. The dactyls enter at,

Merrily, merrily, shall I live now.

Miss Gullan does not deal with phonetics-i.e., the science of spoken language: her theme is the art. But she gives one admirable technical "tip" that many teachers will be glad to have. The boys and girls of London (and perhaps of other places) do not produce their words far enough "forwards." Their words come from the throat, not from the lips. You can prove this easily by asking a number of children to say "Merrily, merrily," or "mill-wheel" or "little by little." Most of them will "swallow" the consonants. As a preventive of this Miss Gullan recommends "lipping" the lines, that is uttering them in a light forward whisper, which should, nevertheless, be audible enough to be heard all over the class-room. It is an excellent plan.

Thus in a detail of practice and in a discovery of the spirit Miss Gullan is equally successful. Her book can be recommended without reservation. Not all teachers will want to use all that is in it; but all will find in it something vital to the purposes of GEORGE SAMPSON. poetry.

### Miss Gullan's Reply.

To the Editor.

Dear Madam, May I offer a short explanation of my reasons for stressing the lines,

"Unto the sweet bird's throat,"
and
"After summer merrily ( ) "

as I do. I find that in introducing poetic rhythm to young children there is a danger of the lines becoming stiffened, the tendency of the child being to emphasise prepositions and conjunctions according to the rigid beat of the jingle. It seems to me therefore to be permissible in class work to stress the poetic lines in a manner which gives more flexibility and spontaneity.

In the second quotation particularly it seems to

me that to allow children to say

"After summer merrilye"

and to make the last syllable rhyme with "lie" and "fly "would tend to make the speech stiff and artificial. I say this with all due deference to Mr. Sampson, for whose opinion as a critic I have so much respect, realising as I do that according to the strict laws of prosody he is perfectly right.

MARJORIE GULLAN.

On the State of Public Health. Annual Report of the Chief Medical Officer of the Ministry of Health for the Year 1925. Price 3/-. 240 pp. Section, The Pre-School Child. Sub-section, The Mental Health of the Child, including special paper on this subject by Dr. David Forsyth, Senior Physican, Evelina Hospital.

It is indeed remarkable that at last the Mental Health of the Child should have found a place in the Annual Report of Public Health. Not that it is by

any means new that children should suffer in this way, but that the Chief Medical Officer should feel that the need to come to the children's assistance in this respect is so pressing that he should have obtained the valuable support of Dr. David Forsyth to help him plead their cause. Perhaps of all medical men in this country he alone knows just how important it is to bring home to the general public, those in charge of the health and education of children, and to parents that it is a dangerous thing to leave this matter unrecognised and unchecked. Here we have demonstrated the chief ways in which early mental and nervous trouble shows itself in the child, bad tempers, fears, restlessness, shyness, clumsiness, lying, only to mention a few, all of which we are told may be traced to an origin in early childhood, resulting from deprivation of affection, or pronounced neurotic tendency in the parents, which adversely influences the child from infancy. The author points out that the instinctive impulses of the child must be handled considerately, and given freedom of outlet and some means of expression. These root-causes having been explained, we are then shown how this difficulty could be met, that it is indeed imperative to meet it without further delay for the sake of the public good, and that the psychological treatment of children has now advanced so far that it has been shown both possible and practicable to treat children so that the tide, which, if unchecked, will almost inevitably flow on to adult neurosis, may be stemmed. Dr. Forsyth emphasizes that measures must of necessity be adopted in preschool years, and that the period directed by "school influences comes too late; and that the most feasible instrument would seem to be the existing organisa-tion of the Child Welfare Centres." The main difficulty in this course is at present that the workers there "are hardly aware of the practical importance of child-psychology in their daily work, and no facilities exist to train them in the subject, while the number of medical men who are competent to treat psychological cases is almost negligible. Nevertheless, these deficiences can be made good by organised efforts on lines similar to those which have served so well in coping with preventable bodily ill-health. Just how big the undertaking here suggested would be can hardly be stated; it has still to be built from its foundations upwards, and the amount of preventable mental health is vast. Indeed to find a parallel to the present-day conditions of mental hygiene, it is necessary to go back to the general hygienic conditions which obtained in the Middle Ages, when disease of every kind bred unchecked. Yet there is this difference, that to-day the scientific knowledge is available to transform the mental health of the nation within the next generation or two." MARY CHADWICK.

Zeitschrift für Psycho-analytische Pädagogik. Herausgeber, Dr. Heinr. Meng und Universitäts Prof. Dr. Ernst Schneider in Riga. Each number costs one mark (approx. 1/-). Quarterly 2m.50. Postage 30pf All subscriptions, MSS, and enquiries to Dr. Med. Heinrich Meng, Stuttgart, Sonnenbergstrasse, 6.D.

This excellent little journal has just made its appearance from Stuttgart. It will be published upon the 15th of each month, and will contain among its original works accounts of Child Analyses; papers

upon education in the light of psycho-analysis, in the home, school, state institutions, hospitals and welfare centres, also papers showing what assistance psychoanalysis can offer to education, child psychology, characterology, pathopsychology, educational method, choice of career, group and crowd psychology, as well as information concerning the progress of psycho-analysis for Educationists.

Part I, October, contains articles upon the follow-

ing subjects:-

1. The Value of Psycho-analysis for Education.
Prof. Ernst Schneider.

2. The Child's Conscience. Hans Zulliger, Ittigen Bern.

3. Dream of a Six-Year-Old Girl. Dr. Nunberg, Wien.

4. The Problem of Delinquency. August Aichhorn, Wien.

5. Therapeutic Child Analysis. Dr. Harnik, Berlin.

Part II, November, contains articles upon the following subjects:—

1. Is Lack of Musical Talent Necessary? Heinr. Jacoby, Berlin.

2. The Instinctual Nature of the Child. Dr. Fritz Wittels, Wien.

3. The Dream-Life. Dr. Rh. Liertz, Hamburg.

4. Spite-Neurosis of a Fifteen-Year-Old Girl.
Albert Fürrer, Zurich.

Almond Blossom. A Collection of Verse and Prose.
Written by Children of Tormead. Sampson
Low. 5/-.

"Why should the privilege of expressing in verse things which touch the heart be confined to those who have studied the laws of Prosody?" writes Mrs. Johnston, of Tormead, Guildford, in her interesting preface to Almond Blossom. "I am sure, too, that it is meet and fitting that children should write as these do. Even as they learn to speak before acquiring rules of grammar, so they should be permitted to sing before they are worried by metrical laws." The poems contained in this collection bear out the truth of this contention. Here we are permitted a glimpse into the unspoiled world of children's loves and thoughts and fancies. All natural things—wind, sky, sea, flowers, trees—the world of little fairy folk, appear again and again in the poems.

Almond Blossom, Almond Blossom, Like a fairy's wing. Almond Blossom, Almond Blossom, Frailest, sweetest thing; Almond Blossom, Almond Blossom,

The fair first bloom of Spring."
writes Joan Evans, aged ten, in lines that form a very good description of the contents of the book. Those who have never realised how strong is the sense of rhythm in the child that has not been overloaded with informative "instruction" will be amazed at the life, the flow, of these poems. One is not surprised to read that "the work is untouched except by the children themselves, and nearly all is voluntary and the product of their spare time," for the inequalities as well as the excellencies, the naïvete as well as the occasional maturity of thought (like a sudden flash of instinctive wisdom) bespeak the spontaneity of the work and give it much of its charm. The age of the children runs between 9 and 15 (one poem is by a mite of 5); frequently recur-

ring ages are 9, 10, 11, 12. This book will be of interest to all; it will be a revelation to many.

The Progressive Parent. Progressive Education Association, 10, Jackson Place, Washington, D.C. Price 50 cents (or 2/6 from the New Era, London).

number of the Progressive Education quarterly is a most excellent symposium on the problems of the modern parent, and reveals what America is thinking and doing towards a solution of those problems. European parents would do well to read this volume; it might stimulate them to more conscious and co-operative efforts to meet their own difficulties.

Children. A Magazine for Parents. 353, Fourth Avenue, New York City. \$2.50 per annum.

A magazine that fills a great need. It brings to the ordinary busy parent the new ideas on child care and psychology in an attractive and easily assimilable form. It is entertainingly illustrated and ought to be in every home where there are young children.

A Method for Creative Design. By A. Best-MAUGARD. A. A. Knopf, London and New York. Mr. Best-Maugard has discovered that there is a common element of seven basic forms that, in various combinations and applications, creates the basis of primitive art. His method is based on this discovery and is employed in the University of California (Berkeley) as well as in a large number of schools in Mexico.

Children's Coloured Paper Work. By Franz Cizek. A Schroll, Vienna. Price 12/6.

With 80 illustrations, suited to the age of every child, with explanatory text.

Il Nostro Pestalozzi. Price 8 lire.

The first of a series of 4 vols. in connection with the Pestalozzi Centenary, edited by Prof. Lombardo-Radice. Price of 4 vols. 40 lire from via Monte Giordano 36, Rome (12).

Die Odenwaldschule. By Elisabeth Huguenin. H. Böhlaus Nachfolger, Weimar. Price M.4.50.

An interesting account of the "new school" movement in Germany as developed through the Landerziehungsheims (country boarding schools), with special reference to the splendid work of Paul Geheeb at the Odenwaldschule. With its individual time-tables and family system of organisation Odenwaldschule is a model "new" school.

Published by the Gesellschaft der Hamburg. Freunde des väterländischen Schul und Erziehungswesens (Curiohaus, Hamburg).

A symposium giving details of the organisation and work of the now famous Hamburg schools.

Dr. ADOLPHE Pour L'Ere Nouvelle (monthly). Chemin Peschier, 10, Champel, FERRIERE. Six Swiss francs (5/-) per annum. Geneva. Single copy 1/2 post free from New Era office.

The November, 1926, issue of Pour l'Ere Nouvelle, which is devoted to a study of New Education in Italy, contains some striking information. Dr. Ad. Ferrière describes in detail a visit to the principal Italian schools in which enlightened methods are being employed. A particularly valuable article is that entitled l'Ecole Active, by Prof. Lombardo-Radice, which gives a comprehensive survey of the growth of progressive educational ideas in Italy and of their application in different directions. The main schools are tabulated with details of what is being attempted in them. Two articles deal with the important subject of La Loi Gentile, which must be understood to realise the present condition of education in Italy. Un Testament Pédagogique gives an inspiring account of the work of Mme. Povegliano-Lorenzetto, who died in August, 1926, and no less interesting are the accounts of the work of Mme. Josephine Pizzigoni at "l'Ecole Renovée" at Milan, and of Mme. Boschetti-Alberti at Agno ("La Discipline dans la Liberté ''). This issue contains many other interesting articles, reviews, etc., and is specially to be recommended to all who want to keep in touch with the latest developments of New Education in other lands.

The February number of Pour l'Ere Nouvelle contains excellent articles on Pestalozzi and his work.

Das Werdende Zeitalter (monthly). Dr. Elisabeth ROTTEN and Dr. KARL WILKER. 6.60 Mk. (6/8) Single copy 1/2 post free from per annum. New Era office.

The issue of Das Werdende Zeitalter, numbered 5 and 6, contains a variety of interesting articles on many-sided aspects of New Education in Russia, Switzerland, America, Poland, and Egypt. Among others, Karl Wilker contributes an enlightening article on *Imitation and Creativeness*, Sophie Freudenberg an interesting account of the "Bureaux for Educational Advice on the lines of Individual Psychology," and Alexander Strakosch a study of Rudolph Steiner's Art of Education. Das Werdende Zeitalter is always a store-house of informative, well written, stimulating articles.

Free Education (Svobodno Vaspitanie). Edited by PROF. D. KATZAROFF, rue Batcho-Kiro, 13, Sofia. Bi-monthly. 4/- per ann.

The last number of our Bulgarian magazine is dedicated to the great Pestalozzi. There is an article by Prof. Katzaroff on Pestalozzi's life, philosophical ideas, religion, and social teachings.

There is an article entitled "Kostia" (children) from the pen of the Russian writer, Arcadi Avertchenko. M. Pirioff writes on The Meaning of Childhood, emphasising the part of play in the lite of the child. Christoff writes on drawing, maintaining that the child should be free to draw anything he chooses, not only the objects set forth on the time-table. Drawing should depend on interest.

The Road to the Future (A Jovo Utjain). Edited by Mrs. M. Nemes, Tigris-Utca, 41, Budapest.

Quarterly. 7/6 per ann.

The last number of our Hungarian Review pleads for care in the early years of childhood. On the care of the baby depends the future man. In planning the second year's work of the magazine, the articles have been arranged to treat of the stages from early childhood to puberty. The work of Countess Therèse Brunswick, founder of kindergartens in Hungary and fiancée of Beethoven, is described. There are interesting notes on education in other countries and a useful bibliography.

### International Bureau of Education, Geneva

### Ut Ascendat per Juvenes Mundus

THE work of the Bureau proceeds normally. Each day brings a large number of letters and often important visitors. Since our last report, several large associations have become members and we greatly value their collaboration. Among these we may mention: The Junior Red Cross Division of the League of Red Cross Societies, Paris; the Pedagogical Section of the Czecho-Slovakian Confederation of Intellectual Workers, Prague; the Pathfinders of America, Detroit; the Association de la Paix par le Droit, Paris; the Parents' National Educational Union, London; the Bureau International des Fédérations Nationales du Personnel de l'Enseignement Secondaire Public, Paris; the Comenius Pedagogical Association, Prague; the Union of International Associations, Brussels; the International Federation of University Women; the French National Committee of the World Alliance for Promoting International Friendship through the Churches, Paris; the Union Nationale des Membres de l'Enseignement Public, Paris; the Welsh National Council of the League of Nations Union, Cardiff.

Our visitors have put us in touch with Hyderabad, Tokio, Montevideo, South Africa, Australia, Columbia, Stockholm, Bucarest, the American

Colleges of Harvard, Clark, Berkeley, etc.

Interesting lectures were given under the auspices of the Bureau by Dr. Doggett, Director of the Y.M.C.A. Training College, at Springfield, on Forty Years of Y.M.C.A. Physical Training in the States; by Mrs. Jerome, of the Pestalozzi-Froebel Training College of Chicago, on The Inheritance of the Past in Modern American Education; by Mdlle. Ketty Jentzer, of Geneva, on A Reformer of the Physical Training of Women, Elli Björksten, of Finland. On the occasion of the departure of Dr. Inazo Nitobé, Under General Secretary of the League of Nations, who has always taken great interest in our Bureau, we organised a public lecture in which Dr. Nitobé told us of The Evolution of Education in Japan.

Our Bureau has participated in the school life of Geneva through lectures given on Education for Peace, How Parents and Teachers can collaborate,

and School Co-operatives.

The General Secretary represented the Bureau at the November sitting of the Liaison Committee of International Associations, held at the International Institute of Intellectual Co-operation in Paris. We had the pleasure of the visit of a representative of the Committee, Professor C. Bouglé. We sent, as we had been asked, a detailed answer to Mr. Oprescu, Secretary of the Commission on Intellectual Co-operation at the Secretariat of the League, respecting the Recommendations and Suggestions published in August, 1926, by its Sub-Commission of experts (on the teaching of the aims of the League to young people). We also sent the International Institute of Teachers' College an important report on Public Education in Switzerland, drawn up by Mr. J.-L. Claparède for the International Year-book.

Our Commission for Propaganda has studied the question of issuing a Bulletin. We feel it desirable not to duplicate any of the existing educational reviews, in particular the national reviews which devote some space to international information. We also recognise the advantages of our present system: quarterly reports inserted in several countries by friendly reviews which reach many thousands of readers. Therefore, the Commission, encouraged by the generosity of Dr. Ferrière, director of Pour l'Ere Nouvelle, has taken the following decision for 1927: Our quarterly report will be sent as usual to the reviews who have been kind enough to print it hitherto, but it will be completed by brief bibliographical notes on the recent books which have attracted the attention of the secretariat and by information respecting interesting educational initiatives all the world over. The review Pour l'Ere Nouvelle is willing to have reprints made of this little Bulletin (in French), and it will be sent to all our members and correspondents. We hope thus to have satisfactorily combined two apparently diverging aims: furnishing international information to our members and making use of existing reviews. We would earnestly beg our friends to send us information respecting all new educational movements and developments in their own countries, so that our Bulletin may be as useful and interesting as possible. We also ask them to be indulgent. Disposing only of four small pages, we are bound to be incomplete; our motto-and may we realise itwill be: Non multa sed multum.

We have undertaken to advertise—especially in the Latin countries—the Locarno International Conference (August 3rd—15th, 1927), organised by the New Education Fellowship. It has been decided that our Bureau should ask educationists attending the Conference to bring to Locarno any self-instructive and self-corrective teaching material which they may have in use. This would form a small exhibition which we hope to be able to bring to Geneva

for our General Meeting.

The Conference on What the School can do for Peace, announced in our last report, is to be held at Prague on the 18th and 19th of April, and is arous-

ing great interest. Although not taking part officially in the work of organisation, the Junior Red Cross of Czecho-Slovakia is very favourable and has kindly allowed us to benefit by Dr. Smakal's

experienced advice.

An Exhibition of Material for the Teaching of Reading, in which our Bureau collaborated, was held at Geneva in December and was greatly appreciated

by all its visitors.

On the 18th of December it was exactly a year since the creation of our Bureau was decided. We seize this opportunity of thanking all our friends for the help they have given us in various fields and to ask them—in view of the work accomplished, it seems to us that we have the right to do so—to continue collaborating with us and to endeavour to make their support ever more efficient.

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### **CONTENTS**

Outlook Tower	•••	Beatrice Ensor.
S. Africa: New Education and Race Fellowship	•••	W. J. Viljoen, M.A., Ph.D.
Experimental Research in South African Education	• • •	E. G. Malherbe, Ph.D.
New Education in Africa	• • •	Prof. F. Clarke, M.A.
The South African Roedean		Katharine Baker.
The Problem of Native Education	• • •	J. D. Rheinallt Jones.
Native Education in South Africa	•	W. G. Bennie.
The latest the Africa	•••	C. H. Schmidt, M.A.
The state of the s	Y.J I	Education Conference
Difficult and Delinquent Children. A Visit to the C	muaren	S University, 14.1.

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# The Outlook Tower

As I sit on the deck of the R.M.S. Saxon homeward bound, I realise the difficulty of sorting kaleidoscopic impressions of South Africa—impressions of Table Mountain and of the Marine Drive; of hundreds of miles of Karroo, mountainous, wild, untamed, challenging, yet with soil so good that a little rain will make the veld blossom with a myriad flowers; of Johannesburg, the most progressive town in the Union; of Pretoria, the smallest of capitals, with its many beautiful buildings; of Bloemfontein, a fine example of scientific town planning which includes a model location for the native population; of Port Elizabeth, a prosperous shipping and a budding manufacturing town, very English in feeling; of two months of farm life in a primitive valley; of brilliant sunshine, gorgeous sunsets, profusion of sun-ripened fruits; of amazing absence of sanitation; of a lack of the art of plumbing; of the proverbial colonial hospitality everywhere; of vast spaces, deep problems, great possibilities; of undeveloped resources; of a nation in a travail of birth of national consciousness; of the welding of two obstinate, virile peoples, only emerging from the shadow of the recent past, into a South African nation; of four and a half million natives waiting to be provided with full educational facilities to enable them to evolve in the course of time into a free people.

### The Educational System of South Africa

Though my visit was primarily of a private character, I naturally took the opportunity of a short tour through the chief towns of the Union to study the educational system. Unfortunately, I was unable to visit Natal, but I had the pleasure of meeting Mr. Bryan, the Director of Education for Natal. Dr. Viljoen, the Director of Education for Cape Province, Dr. Scott, the Director of Education for the Transvaal, and Mr.

Pellissier, the Director of Education for the Orange Free State, were all most kind in answering questions and giving me all facilities and the aid of their inspectorate to visit schools in their area. Through Mr. Vaughan, the able secretary of the South African Teachers' Association in Cape Province, I was able to contact teachers in the Union, and through the University authorities it was made possible for me to visit the Universities in the towns I touched.

The Union Government controls higher and technical education. Primary and secondary education is controlled by each provincial Government, but financed by Union grants ranging from £14 to £16 per child per annum, and varying in the different provinces. Since each province is autonomous in matters of education, and the conditions in all the provinces are somewhat varied, one naturally finds considerable differences. When one is making a study in the Union of South Africa, it is essential to bear in mind the background—the small white population struggling to maintain its life and culture with an overwhelming native population, needing, therefore, to maintain a high standard of education; the influence of the Dutch Reformed Church which was the dominating influence in establishing educational facilities; narrow social strata; owing to the native labour, few white labourers; few belonging to the rich classes; the vast, sparsely populated country areas. About 60 per cent. of the schools are single teacher schools containing anything up to twenty-five children, who vary in age from six to eighteen. In the early days of the British régime many Scottish educationists were appointed to posts of authority, thus transferring the Scottish system of education to the new country. four provinces the educational facilities are extremely good for white children. Commencing at seven years of age a child

continues school either until he has passed standard six, or until he is sixteen years of age; in a few places until he is sixteen years of age, irrespective of attainment.

In the Transvaal secondary education is entirely free; in the other provinces there are adequate secondary educational facilities with hostels for country children at a small cost. There are very few private schools in the country, as the low fees for the Government schools tend to discourage any private effort. Government schools are democratic; they are attended by children of all classes. Special mention should be made of the fine school buildings provided by the Government, which evinces the keenest desire to give the very best in education to the white population. Two notable examples are the Grey Institute, Port Elizabeth, the beautiful building and splendid equipment organised by Mr. Way on the lines of an English public school, and the Girls' High School at Pretoria of which Miss McWilliam is principal, with its very beautiful grounds and fine hall fitted as a theatre for dramatic work and hostels attached. The latter is free, the former has very moderate There is no gulf between primary and secondary teachers, and transfer from one type of school to another is dependent on qualifications only. Classes are much smaller than in England. The regulation number of pupils allowed to one teacher is thirty-three in the primary schools, and twenty-two in the secondary.

The Language Problem

Education in South Africa must necessarily be a vast experiment—the bringing together of two peoples in a new country with a native population—and in no point has greater difficulty been experienced than in the question of language. The original seventeenth century Dutch colonists spoke Nederlands or High Dutch, but gradually Afrikaans has developed, and this is also spoken by all coloured people and by some natives. Unfortunately, at a certain stage in the history of South Africa the British tried to impose

the English language on the Dutch, and this has given rise to a Dutch nationalist movement, to which the retention of Afrikaans has become a sacred cause. One hears Afrikaans being spoken on every side where formerly English prevailed. The two languages are used in all official matters and both are employed in the schools, whether in the medium schools where the main subjects are taught in the child's home language and the second language is taught as a foreign tongue, or in parallel classes. From the point of view of bringing the two peoples together, one would imagine that the one school for both with parallel classes would be the better, but this naturally complicates school organisation somewhat and amongst the narrow patriots of either race is not favoured. Bi-lingualism presents many difficulties and the standard of attainment in language is low. There are at present few text-books in Afrikaans, and owing to the small number that can be printed, the cost of these is high.

French can rarely be taught, but German is taught a good deal, especially in country secondary schools. At present there is little Afrikaans literature, and consequently not much reading is done in the home, so that the cultural background

s poor.

It is, of course, only right that small children should be taught in their home language, and that the Dutch section of the community should have their own language fully recognised. The existent difficulties will gradually disappear, but we hope that in the meantime language will not be considered as an end instead of an instrument, and that a wide view of the problems will be taken by both peoples.

#### Defects

It is regrettable that politics are at present being allowed to colour the situation so markedly. Appointments should not be dependent on race, but on qualifications. There is not a sufficiently large white population in South Africa to supply really highly-qualified men and women for all the posts, and these should be open

to men and women of the requisite qualifications from Britain, Holland or the U.S.A.

The importance of the early years of child life has not yet been realised, and the psychological error has therefore been committed of admitting children to school only at the age of seven, and there are no Nursery Schools. Mention has already been made of the fact that the curriculum has been somewhat influenced by Scotch thought; for this reason it is inclined to be over-weighted with mathematics and Latin. One is inclined to regret that in a new country unburdened by traditional thought, and requiring a citizen of a type rather different from that of the older civilisation of Europe, little has been done to adapt the curriculum to the psychological, economic and social needs of a pioneer country facing problems The term peculiar to that country. education—the best preparation for life is confused with that of learning. all sides one hears the same cry as in other countries, that examinations fetter education and prevent the free growth of child along other lines. æsthetic side I found on the whole poor, due perhaps to a certain puritanical strain in the fundamentalist section of the community. Dancing is not favoured on the whole; crafts are apt to neglected, and the teaching of art is along somewhat conventional lines. telligence testing is in its infancy. Committee is now at work adapting standard tests for use in South Africa. There is only a skeleton school medical service in Cape Province—two school doctors for 300,000 children, and as they have to cover a distance of 300,000 square miles, they could probably return to the original spot from which they started in seventy years! Salaries are on the whole good, and the pensions scheme compares favourably with that in other countries.

### Difficulties of Country Teachers

In a new country teachers are real pioneers and must have the spirit of self-The fact that education is so sacrifice.

good in the town schools is largely due to the self-sacrifice of the first members of the teaching profession. Even now in the country districts the teacher has to put up with many difficulties, boarding in a very primitive household with ten or fifteen people living in the house, where there is neither bath nor lavatory, nor even a door to the bedroom, which is screened off merely by a curtain. In such cases the food is often very bad and the house is miles away from a railway station.

I met a teacher in the train going for her Easter holiday who told me of three posts she had filled. The first was in Griqualand West on the borders of the Kalahari Desert, a hundred miles from a railway, to which she had to drive through sand in a cart with four mules. Her travelling expenses to her home in Cape Town were £15; this meant, therefore, that she could not go away for short holidays. She taught twenty Dutch children ranging from seven to eighteen years with no assistance. Owing to the long distances which they had to travel the children sometimes did not start school till 10 o'clock. They came on horses, donkeys, and mules, and a special part of the school playground had to be reserved for all these animals. She had to board with one of the parents. only meat they had was goat's flesh with goat's milk to drink; the only vegetables were green corn. They were obliged to have sweet stuff on bread as there was no butter, except occasionally some that was made from asses' milk. There was no social life of any kind. For four years there had been no rain. Often the sand storms were so bad that all lessons had to be stopped and the lamps lighted. There was no surface water for miles around; wells had to be sunk and the water was brought round by waggons in tanks.

Her next post was in a German Settlement where she had a school of twenty children with two assistants. children's home language was German and in school they had to be taught Dutch and English. As it was shortly after the war there was very bad feeling owards English teachers and they could et no assistance for their home-work. he lived two and a half miles from school nd had to do all the house-work, includng washing and ironing. Again there

as no social life of any kind.

The post she has now is among British ettlers near Grahamstown where she has school of twenty-nine children with no ssistance. She has to walk two miles to chool, otherwise her conditions are good. For the first time she has good social life, pending her week-ends at the homes of he farmers.

Such experiences, of course, only apply o country districts, and the teachers in owns have ordinary civilised conditions

with plenty of social life.

Very little experimental work of the ype in which the New Education Fellowship is interested has as yet been lone, though, as stated earlier in the rticle, the whole organisation of education n South Africa may be considered a vast xperiment. A New Education Fellowhip Group in Johannesburg has stimuated experimental work in the Transvaal where I saw both in Johannesburg and Pretoria some interesting experiments vith individual work. In Cape Town everal schools such as the South African College Junior School (Mr. Kipps) have experimented with the Dalton Plan. There is the usual difficulty of obtaining rom education authorities the necessary naterials for individual work, and a good leal of the material requires translating nto Afrikaans. In view of the great lifficulty in the one-teacher school, one vould think that the Winnetka Technique would be extremely valuable, and it vould appear that the time is ripe for a Committee to be formed to investigate ndividual material on the market, adapt t for South Africa, and publish it in a form available at a cheap cost. A very promising sign is the number of young eachers visiting the U.S.A., especially Columbia University, and an association nas been formed of those who have been Teachers' College.

### Native Education

"Fools rush in where angels fear to tread," but no description of education in South Africa would be complete without reference to native education. The future of the natives in South Africa is South Africa's greatest problem, and many are the views held on the subject—those of repressionists, equalists, segregational-To an outsider viewing the problem from an impersonal standpoint it is obvious that since both Boer and British have largely broken up tribal organisation with its laws of discipline, mainly in order to benefit by cheap labour, they are responsible for the future of the natives. Contact with white men and with a higher civilisation must in itself be education. Unfortunately, the contact is often with a low type in the mines, and the native learns a white man's vices. The missionaries are practically the only people who have seriously taken in hand the education of the native, and in spite of many difficulties they have done magnificent work with the result that out of the four and a half million natives in the Union, a quarter of a million are at school. Native education is financed by the Union Government which spends at present £520,000 a year on native education or £2 per child per annum, as compared with £14 to £16 per white child The missionaries as a rule per annum. provide the school, and the Government pays the teachers. One often hears the opinion expressed that employers prefer "raw" natives (those straight from the kraals) to those who have been at schools or at missions, the same arguments being put forward as in the early days of free education in England. One also hears that the native is not educable to any high degree, but it would seem that these critics forget that only a little while ago many of these natives were primitives and that evolution is a slow process. In the meantime there is bound to be a disagreeable transition period, for a little knowledge is a dangerous thing. Moreover, in spite of the difficulties, there are in

South Africa a comparatively large number of native teachers who have reached a standard of education quite as high as that of the white man. One of the saddest impressions I gained in South Africa was the attitude of the white South African community and its indifference to the problems at its doors.

The schools visited were as a rule poorly equipped, but the eagerness of the pupils to learn was evident, and one often saw sitting in the school desks boys and girls of from 16 to 20, earning their living out of school hours. Old men between 60 and 70 will sometimes sit side by side with little children, 6 to 10 years old, learning to write. There are several institutions for the training of native teachers, and the work done at Lovedale, at Fort Hare, at St. Matthews, at Marion Hill, and other similar places, proves the capacity of the native to benefit by educational advantages. Cape Province has offered the most opportunities, probably as the oldest of the provinces in the There are 50 per cent of the coloured children (i.e., partly of white parentage) who attend school up to now. A modified form of European education has been offered to the natives but one cannot feel that this is satisfactory. One often saw both native and coloured children struggling with matriculation subjects quite unsuited for their needs in life. As yet practically no psychological research has been done on the psychology

of the native and his educational requirements. Of the negro population in the U.S.A. 80 per cent. receive a fair education. In South Africa, while 22 per cent. of the white population are enrolled in schools, only 4 per cent. of the natives are at school. There is no compulsory education, since that would bring with it the liability of providing schools for them. It is impossible to repress four and a half million people, and the only logical solution of the native problem is adequate free education for the native child.

Dr. C. T. Loram, member of Standing Commission on Native Affairs in "The Education of the South African Native," tabulates the following reasons for educating the native. "We must educate the native," he writes, "because

(1) We cannot help educating him, if not intentionally then unintentionally.

(2) The dictates of humanity and Christianity demand that we educate him.

(3) He means to be educated, and we have no right to refuse him this boon.

(4) It is the educated native who will help most to solve the 'Native Problem.'

(5) It is to the moral, social, and economic interest of the Europeans to educate him, and we dare not face the consequence of failing to do so.

(6) Wherever we have given him anything in the way of real education the

results have been satisfactory."

# South Africa: New Education and Race Fellowship

By W. J. Viljoen, M.A., Phil.D., D.C.L.

(Superintendent-General of Education in the Cape Province)

South Africa is a land of heterogeneous elements and complex problems. It is multi-racial, multi-coloured and multi-lingual. It has a comparatively small white population spread over a vast area and surrounded by a large coloured and native population. In the vastness of its territory, in the sparseness of its population, in the loneliness of its veld, in the aridity of its Karoo, in the heterogeneity of its elements lie some of the charms and most of the problems of South Africa.

These conditions were imposed upon the country by circumstances beyond its control, and the true South African recognises that the circumstances must be taken as they are and met accordingly.

The subject of this article is one that is inseparably bound up with the fundamental principles upon which the Union of South Africa was based. The Anglo-Boer War (1899-1902) had set the country aflame in all its ends and corners. After the war, the Boer republics were, literally and metaphorically, in ruins and ashes, and never were the two great white races in South Africa farther apart than immediately after the cessation of hostilities. The task with which they were confronted required the strenuous and unremitting efforts of all who meant well with South Africa and its people. It was felt by the leaders on both sides that their good country had far too long been the tiltingground for impassioned rivalries and internecine feuds, and that it would be a crime against humanity as a whole and the glorious dead in particular to allow the two dominant races to continue to live separate lives apart and to regard each other as natural enemies. For, whatever the gulfs of tradition, race and language, these could be spanned by the bridges of common destiny, kindly feeling and community of interests and purposes.

But ideal relationships could only be established and could only exist between citizens moving on a basis of absolute and permanent equality. It was manifestly impossible to bring about a peaceful and honourable understanding, so long as there was still a feeling of superiority or priority prevailing in the minds of South Africans of British and Dutch descent. Nothing had more menaced the unity of the two races than, on the one hand, the attitude of aloofness and, on the other hand, the dread of absorption. Each of the two races was attached to what constituted its individuality, and both had much in common; for both the English and the Dutch races of South Africa were noted for their virility, their love of freedom and their determination.

Thus matters stood when Union came about.

The historian of the future will take the year 1910 as a distinct landmark between two definite periods in the evolution of South African history. On the 31st of May of that year Union was consummated. The political unification of South Africa is a daring experiment and difficult effort to wipe out many of the misunderstandings and wrongs of the past, to explain the two races to each other, and to bring them into lasting, peaceful and honourable relations with The Act of Union is really a treaty as much as a law, establishing definitely full equality between Dutch and English in regard to their national and political rights and privileges. section of this important measure is of more significance than the much-quoted Article 137 of the South Africa Act, which recognises once for all the fact that South Africa is a bilingual country and that both languages (English and Dutch)

are henceforth to be treated officially on

a footing of perfect equality.

This provision has now been long enough on the statute-book to confirm the impression that, so far from being a source of fresh trouble, Section 137 is an earnest of goodwill and an honest guarantee for increased cohesion and a better understanding between the two races. Indeed, without the recognition of the Dutch language on a basis of absolute equality with English, the Union of South Africa would not have come about.

Obviously, years must pass before every provision of the Act, and this one in particular, settles down into a complete and harmonious whole. But, as the two races adjust themselves to the situation brought about by Union, so their problems will solve themselves. In every respect things are better to-day than they were at the beginning of the period over which the youngest of us is able to cast his mind's eye. In the process of assimilation, the schools must be used as an implement, stimulating mutual respect and intercourse between the two races, living side by side, not as English and Dutch, but as good South Africans, governed by the same rulers, subject to the same laws,

aiming at the same purposes.

It is unnecessary here to sketch in detail the various steps that were necessary to render equality of language treatment both possible and effective throughout the public schools of the Union. 1912, three of the four provinces, in whose hands was placed "all education save higher education," passed language ordinances, which defined educationally the principle established by the Act of Union. Briefly, the position is that up to and inclusive of Standard VI, generally reached at the age of thirteen plus, every pupil receives his instruction through the medium of his "home language," that is, the language best known and understood by the child. The parent, however, has the right to demand that the second language shall be introduced as early as possible, and increasingly used as an auxiliary medium of

instruction in accordance with the pupil's and intelligence. In the secondary school standards up to matriculation, the parents, through the local school authorities, exercise their option as to which subjects, if any, should be taught through the medium of the other official language. As a subject, the second language is taught to every pupil, unless the parent objects, the object of the law. being to make every future citizen of South Africa bilingual. For the carrying out of its provisions, the law provides for the establishment of parallel classes, where the numbers constituting the minority of the pupils are sufficiently large to warrant the expenditure involved. Otherwise, parallel instruction is given to the pupils in the same class by teachers possessing an adequate knowledge of both In certain circumstances, languages. defined by law, the establishment of parallel schools is permitted. schools, either the one or the other official language is the sole or the prevailing medium of instruction.

This, briefly, is the gist of the solution arrived at in South Africa in regard to the bilingual problem, which, one is pleased to know, has been removed, once for all, from the pale of party politics

and racial strife.

Personally, I am hopeful of the future. Unless South Africa proves false to its calling and unfaithful to its undertakings, great destinies are reserved for it. It has already contributed to the world's history noble deeds and great names such as Paul Kruger, Cecil Rhodes, Louis Botha, Jan Hofmeyr, Martinus Steyn, Christiaan de Wet. The old shibboleth of "Africa for the Africanders' is gradually being supplanted by a more altruistic rendering of the Monroe doctrine, namely, "South Africans for South Africa." In the new patriotism, engendered by the true spirit of the new South Africa, there is room and to spare for a full appreciation of all that is worthy in our national character, life and traditions.

If South Africa is to play that part in the world's history of the future, for which its experience has trained it and its position so eminently fits it, that could only be done by maintaining those broad principles on which the Union of South Africa was established on the 31st of May, 1910. These, in my judgment, are:—

The obliteration of all race prejudice. The consolidation of South Africa into

one complete whole.

The recognition of, and respect for, each other's rights.

The extension of the necessary protec-

tion and aid to the subordinate races; and, last but not least,

The cultivation of a true and broad

South African patriotism.

That is the task and the work of our schools. Let us be patient and trust to the peaceful operations of time, which will, no doubt, soften the rankling memories of the past, and, as years go on, a better sense of proportion about these and kindred matters is bound to come.

# Experimental Research in S. African Education

By E. G. Malherbe, B.A., M.D.

(Education Director at Capetown University)

To try to write on experimental schools in S. Africa is almost tantamount to an attempt to write an article on the snakes The only obvious course, in Ireland. therefore, to be followed in the writing of an article under such circumstances would seem to be to deplore the absence of such work and piously to exhort S. Africa as a self-respecting country to mend her ways and fall into line with the countries of the New Education world. Though this may be implied in almost every paragraph which follows-for the need is urgent and great-still exhortation will not be the sole function of this article. Our chief purpose is something different. We should like to state a few of the country's educational problems which need experimental investigation and scientific research; we should also like to take stock of the little that has been done in this direction, taking note of any hopeful tendencies which augur better things for the future.

Before discussing these points, it may be useful to mention the probable reasons why S. Africa has done comparatively little in the direction of the New Education in general and experimental education in particular. The Effect of State Control and Uniformity

The chief reasons for this seem to be, first, the fact that practically all education in South Africa is State-supported and, therefore, State-controlled. has in the past meant inelastic courses of study and a rigid inspection system. Both these factors put a premium on uniformity of method. Though efforts have recently been put forward to make the curriculum less rigid, it is difficult to change habits of mind which are nearly a century old. The teacher, therefore, who strikes out on new lines and makes experiments both in curriculum and method is a very rare jewel indeed. Private ventures on the other hand have not been wealthy enough to risk any radical departures from the beaten track, so that contributions from that source are also scanty.

The net results of this kind of system are, therefore, a profound respect for authority, worship of tradition, playing safe with the inspector, lack of initiative, in short, a "standputtism" to the nth

degree.

Our Philosophy of Education

The second reason for our comparative

lack of experimentation seems to be our underlying philosophy of education. In order to explain what we really mean we shall briefly contrast the prevailing point of view here with that in America. Of course, in making such a contrast we must exaggerate much and omit much. There is nothing more pathetic in S. African education than the pain of a new idea. Elsewhere\* I have shown that it takes exactly twenty-five years for a new idea to penetrate educational practice. In America, on the other hand, there is a reckless abandon, an openness to new ideas, a willingness to experiment, regardless of costs and consequences, that forcibly draws the attention foreigners. This, in many cases, results in ill-considered action, but still, something is gained even though it be simply proving over again, a posteriori something which was a priori already thought to be true.

We are here always so very concerned about where we are going; the American educator does not care so very much about that, as long as he is sure that he is mov-We hold long educational conferences attended by people from all over the country on "What is the Aim of Education?" and at the end the solemn conclusion is arrived at that the aim of education is "Character Formation," without anybody being any the wiser than he was at the beginning as to how the school must actually set about achieving such an end. In America the *practical* side is emphasised. Men are there concerned primarily with means and only secondarily with ends. This point of view, however, also has its dangers. Men become so entranced with the externals, such as buildings, statistics, figures, results of tests, etc., etc., that they seldom stop to think of the ultimate purpose that these are to serve.

In its emphasis on methods, on the ways and means of doing things, America has undoubtedly made a great contribution towards education, and it is precisely that element that we need in S. Africa. The great majority of educators in S. Africa have in the past had their training in Scotland, Holland, and Germany, where the theoretical aspect of education tinged by the idealism of the absolutist type tends

to predominate. American education, on the other hand, tends to emphasise the pragmatic side. Neither of these two is complete by itself, and a young country like S. Africa, still in its pioneer stage, will greatly benefit by a touch of American pragmatism. We are a country bristling with new and unique problems. We cannot afford to be bound down by traditions.

# The National Significance of Educational Research

Educational research has a far-reaching national significance. The Great War taught nations the importance of developing their material resources, but its greatest lesson was that the conservation and development of its human resources is a nation's supreme Science has made unprecedented advances in the former direction, but it is still only groping and hesitant in the human sphere. A few years ago the United States Government spent \$36,000,000 on scientific research in Agriculture alone. "Do you raise pigs," asks Angelo Patri, one of America's greatest schoolmasters, "the government in its solicitude for their health and welfare, sends you scientific data, gathered at great pains and expense. But do you raise children? Ah, they are very expensive! ''-yes, they are, and how much real scientific investigation has the Government done in order to conserve and develop the greatest of all the nation's resources—the child?

Apart even from the question of the immeasurable value of personality, our Government has not even learnt to look upon the child as an important economic factor. What is spent on educational research in this country is almost negligible. In comparison with the department of Agriculture,—its research facilities, its central library of information—the Union Department of Education is a very poor show.

### Native and White Mentality

Another interesting problem which needs solving and where South Africa offers virgin soil is the measurement of the relative mental capacity of the native and white races. Very little work has been done in this direction. Dr. Loram in his "Education of the South African Native" publishes

<sup>\*</sup> Education in South Africa, 1652-1922. 522 pp. 1926.

comparative scores on an intelligence test (Pyle: e Examination of School Children, 1913) made by B European, 176 Indian, and 281 native school ldren in Natal. The tests were given in English, d while the author recognises the comparative unniliarity of natives and Indians with the English nguage, he concludes tentatively: "that the native pil is at present distinctly inferior to the European d Indian with regard to those mental qualities volved in schoolwork, but that the inferiority is not great as has been commonly believed. A common urse of study for Europeans and natives is unsound psychological as social and economical grounds." The only other study of a comprehensive nature in is line was carried out last year by Professor In giving eyburn of the Capetown University. art's reasoning Tests to about 4,000 Xosas in their tive tongue he found that in every test the median ore of the native was lower than that made by e whites. Some, but by no means all, of the tests ere probably unfair to the natives owing to relative familiarity with the content. Still the total scores of e native show an even curve rising with age milar to the curve of the whites.

#### ental and Educational Tests.

Educational experimentation and research needs struments just as any other form of scientific vestigation, and though S.A. has not done much actual educational research, she has at any rate ade a beginning with the construction of the struments. One of the most useful of these struments is undoubtedly the mental test. The lental Test Movement has spread the world over and even in S. Africa workers have not been lacking ho tried their hand at the making and perfecting this new instrument of educational research, and applying its underlying principles to scholastic

ork as well. (a) Individual Scales:—The pioneers in this field S.A. have been Drs. J. Marius Moll and C. L. eipoldt, who in 1915 in connection with their work rith feeble-minded children in the schools of the ransvaal Education Department, developed a scale ased primarily on the Binet Simon Tests as adapted v Healy, Goddard and Knox. In 1923, The Mentor Oct.) contained a report of similar testing work one by Dr. Egerton Brown of the Natal Education Department. The most complete individual scale for neasuring intelligence has, however, been developed y Dr. E. Eybers, of the Grey University College, Bloemfontein. It is called the Grey Revision of the Terman Tests, and is an adaptation of the American ersion made in both Afrikaans and English with a onsiderable number of non-linguistic tests added. Phough the number of cases tested warrant only entative age-norms, this scale is undoubtedly the est we have so far. At present, however, under he patronage of the Cape Education Department, a very comprehensive investigation is on foot with a view to construct a new individual scale based on 5. African data, and suitable for use in both anguages. This undertaking was initiated by the Suid Afrikaanse Onderwysers Unie in 1924, who nterested the Education Department and the S. African Teachers' Association in the project, so that joint representative committee was appointed. Most of the preliminary standardisation work has

during the last two years been done by Prof. H. P.

Cruse, of the Stellenbosch University, Prof. Reyburn and the present writer of the University of Capetown. With adequate financial and clerical help from the Education Department this work ought to be com-

pleted within a year.

(b) Group Tests:—Owing to the greater relative ease with which these tests are administered they have been more popular with S. African investigators than the Individual Scales. In 1921 Prof. Reyburn tested about a thousand school children in the schools of the Cape Peninsula by means of the Otis Group Scale, and successfully demonstrated a very large spread in mental age amongst the children of the same standard (see Educational News of S.A., Sept. and Oct., 1921, and April, 1922). Mr. H. D. Sutherns tested about 300 children similarly in Pretoria in 1922 (The Star, Oct., 1924). Then, some testing of University students has been carried out at Stellenbosch at different times by Dr. Wilcocks, The biggest Dr. Cruse and the present writer. Mental Survey of school children that has been carried out in this country was made by Prof. R. F. A. Hoernle, of the University of the Witwatersrand. It comprised the testing of about 18,000 children of both nationalities and sexes in the Witwatersrand area and in Pretoria. The results of this investigation have been published in a pamphlet issued by the Transvaal Education Department in They throw some interesting light on the 1926. language medium problem and on the operation of social selection on the Rand. Partly on the basis of the results here obtained, Prof. Wilcocks, of Stellenbosch University, and Prof. Reyburn, of the University of Capetown, are constructing and standardising a Pan-South African Group Scale in both languages which ought to be a great help to all future investigators in social and educational work. Recently the Grey University Group Tests has been published by Dr. E. Eybers, of Bloemfontein, though the norms for these have still to be found.

Other work has probably been done in these and kindred fields in this country, but we have confined ourselves only to the results that have been

published.

(c) Scholastic Tests:—The only comprehensive work that has been published under this head with which the writer is acquainted is the splendid piece of research work performed by Dr. Chris Coetzee, of Potchefstroom University College, and published in a medical dissertation Eksperimentele Opvoedkundige Studies, 1926. Dr. Coetzee has constructed and standardised an Arithmetic Scale consisting of the fundamentals and of an adaptation of the Ballard Reasoning Tests. For this he used the results of 2,721 pupils. In connection with this work he also adapted a National Intelligence Scale for Afrikaansspeaking children as a result of testing 900 pupils in the elementary school.

Then, a Spelling Scale has been worked out and published by Dr. Brown in Natal largely as an adaptation of the existing scales (American) to S. African conditions. The Suid Afrikanse Onderwysers Unie has appointed a commission for a similar task, but more particularly to obtain spelling norms in the English language for Afrikaans-speaking pupils in

the elementary school.

(Continued on page 101)

### New Education in Africa

By Prof. F. Clarke, M.A. (Oxon.)

(Professor of Education, Capetown University)

THE Editor has asked me to produce an article for the special South African number of the New Era. 1 am placed under some disabilities in attempting to comply for I was on leave in England during the Editor's visit to South Africa, and am still on leave and so away both from the books I should like to consult and the atmosphere in which this article ought to be written. I feel unable to do more than offer a few impressions formed after sixteen years of educational work in South Africa, in the hope that some, at least, of them may be of interest to members of the New Education Fellowship.

#### New Education

I trust I shall not reveal myself as a kind of perverse Balaam, called in to bless and remaining to curse, if I express some little misgiving about that adjective "new." The complexities of life in S. Africa have left me with the firm conviction that men and women fail to solve their problems quite as much through failure to recognise what is old in them as to recognise what is new. And S. Africa is so placed to-day that any emphasis on the new which unduly diverts attention and energy from the main task of firmly establishing the old is likely to hinder rather than help the cause of progress. For S. Africa is destined to afford, in a very special sense, the acid test of the white man's civilisation, and unless the roots of her life can strike deeply and firmly into the culture soils that have been accumulated by countless generations in the past, she will be washed out by waves of barbarism, as so many other promising-looking plants of Western culture have been washed out from the African Continent. Erosion of soil is a constant and increasing source of anxiety to S. African agriculture. But S. Africa is a land of erosion, and the wearing and washing away of the white man's very civilisation is a source of even greater anxiety.

#### The White Man in S. Africa

The white man has been established at the southern end of the Dark Continent for about 270 years now—a short time as history goes, but long enough to enable us to see what conditions have to be fulfilled if he is to maintain himself permanently. Politically, economically and socially, South Africa is by far the most advanced of African territories under European control. It is the only area of under the fully autonomous of a white government community planted among natives. It has a free Constitution with fully-developed Parliamentary institutions. It has attained political unity, a unity strong enough to stand, within its first decade, the successive shocks of industrial strife, of open rebellion and the strain of four and a half years of world-war. Here is a state composed of four rather diverse Provinces, two of them conquered only eight years before Union was achieved. Yet in another eight years it had withstood all these storms, emerging from them stronger than ever and able, under the brilliant leadership of General Smuts, to play a major part both in the settlement of world affairs after the world-war and in that quite revolutionary process which issued in what we must now call the British Commonwealth of Nations. It is a great record of achievement. longer I live in S. Africa the more I am impressed with the real strength of the Union Government, and the more does the solid quality of government in so difficult a land impress me as a constant And English readers must miracle.

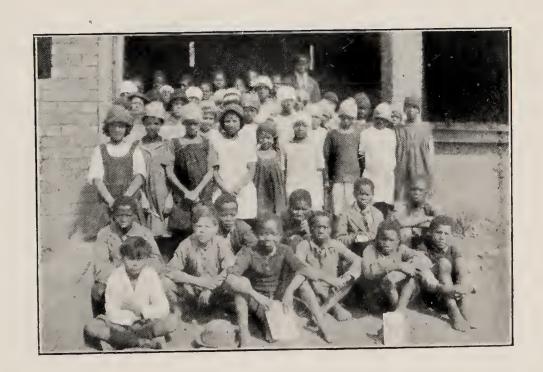
### ST. PETER'S SCHOOL, JOHANNESBURG.











### ALOES AND KAFFIR HUTS, S. AFRICA.



(Reproduction of painting by Miss Ellie Roberts, a young South African painter especially noted for her brilliant colour work.)

Inderstand (as they often fail to undertand) that both English-speaking and Dutch-speaking S. Africans regard as the Jovernment of their first loyalty and service—His Majesty's S. African Government.

Political strength and stability have hus been achieved. Now the new nation tands at the threshold of its real destiny, destiny to be determined by the developnent of its economic life and the distribuion of wealth and power and social lasses that must result therefrom. The country has passed through the early pastoral phase; the more hectic years of mining activity are already over, having eft deep marks for good or evil on the ife of the people, as they have left great refuse-dumps on the surface of the land and great holes beneath. Now begins a more settled phase of steady systematic agricultural production—wool and wine, fruits and maize, cotton and tobacco—and of incipient manufactures in the towns. More and more economic forces are asserting themselves and claiming free play. Hence arise those supreme issues in the field of labour, upon the decision of which the whole social texture of the community must ultimately depend. Will the black worker, with his strong muscle and tireless patience, and his low standard of life enabling him to take wages which could not sustain a "white" life, gradually overwhelm his white competitor (erosion again!) leaving only a few supervising posts for the white man? If so, to what end are we to educate our white boys and girls? Or will the white population prove to be more far-sighted than any white population similarly placed has yet been in the whole course of human history? That is, will it foresee the danger to its whole life and civilisation that lurks in the unrestricted exploitation of the primitive and prolific black man? And will it have, on the one hand, restraint and self-discipline enough to crain its children to hard manual labour and out of the attitude of suicidal concempt for "Kaffir work"; and on the other hand sufficient breadth of view to raise in every way the black man's standard of life so that he must live and earn and work in a manner that is no menace to the white man? In other words, will he aim at a S. Africa that is "white" in the sense of an embattled citadel of white men maintaining themselves more and more precariously against the insidious encroachments and erosions of a hungry ocean of barbarism? will he aim at a S. Africa that is through and through "white" in its heart and life, whatever may be the colour of its component countenances? There is not a single European S. African who does not believe intensely in the faith of a White South Africa. But there is all the difference in the world, in policy, in education, and in ultimate result, between "white" interpreted as the colour of the heart and life of a whole civilised community, and "white" as the colour of the skin of a privileged and perhaps relatively dwindling section of it.

Such in a few words is the momentous issue before which the great experiment called S. Africa now stands. The odds of fate and history are all against her. But S. African history must always be a long fight against odds, and the fight must go on. Moreover, we are a sporting people and the occasion hitherto has always brought out the man.

#### The Problem of Education

What, then, of Education? Without this sketch of the determining social and economic factors no account of it could hope to be intelligible. From the account, as given, two main conclusions are to be drawn, and no one can pretend to understand our S. African educational problem who does not grasp them firmly. They are:—

1. That the supreme issue is one of ends rather than of means. You cannot touch education in a vital way anywhere in S. Africa, without finding yourself involved in the bewildering toils of an infinitely complex problem of Social Economics. All educational effort must take account of it, and all postulating of

educational ends must be relative to some theory of the social economic destiny of the country and its people. The main curse of S. African education is the wellmeant activity of doctrinaire people who

fail to recognise this master fact.

That, vitally important as the education of the natives must be, it is upon the education of the whites that the whole issue turns. Upon their powers of self-restraint, of disciplined hard work, of almost superhuman foresight, of versatile adaptability and skill, and of all the graces and dignities of noblesse oblige, the future must depend for as far ahead as we can see. So the real focus of all our discussion must be to determine the kind of citizen we have to produce. means of doing so will largely settle themselves and will be, in any case, a matter for experiment.

S. African education strikes an observer as a little wooden and mechanical. There are reasons for this. In the first place, unity and nationhood have been only recently attained and are still incomplete. So we have only just begun to think out our problem indigenously as it were, in its true S. African form, and to cease unthinking imitation

of European models.

Again, the white population has still something of the character, culturally at least, of a beleaguered garrison in a hostile land. The classic example of Sparta shows that such a situation must necessarily limit any care-free riot of individual idiagrapases.

individual idiosyncrasy.

### Freedom in Old and New Civilisations

But, most of all, S. African experience provides a very necessary corrective to ill-judged emphasis on a misconceived freedom, such as has been all too prominent in educational thought of

recent years. In old and settled countries like those of Europe it is easy to forget how completely individual freedom is conditioned by the surrounding social structure. The whole common effort of the centuries has striven to this end: to build up a social medium in which the citizen is at once free and the servant of his community. Hence in such countries, where so much has been achieved, it is easy to forget how completely and utterly every assertion of freedom is conditioned by the social structure that alone makes it possible. A motor car adds to a man's freedom of movement, for example. only if his license and registration plate are in order and if he is careful not to ignore the warning hand of the police-In S. Africa the whole of the structure of Western civilisation is in constant jeopardy. Even in long-settled Cape Town you feel the ever-present danger, especially if you have to bring up a family of girls. And the final adjustment of that Western culture to the life and conditions of a barbarian land is not yet. Is it any wonder then that experiments in freedom should be still for us something of a luxury that we cannot yet afford, pre-supposing, as they do, a settled and universally recognised social-economic order, such as we have yet to build?

From it all I should be disposed to draw the final conclusion that the study of education is primarily and always a matter of social philosophy. It is only secondarily, and for the purposes of the technique of the skilled educator, a matter of individual psychology. In other words, the first question is always: "What do you want your education to produce?" Having settled that, the question of ways and means can be handed over to those whose special business it is to find and apply the means.

## The South African Roedean

By Katharine Baker

(Senior Teacher of English at Roedean, Johannesburg)

ROEDEAN, South Africa, is the thriving child of a famous mother. It might be invidious to quote Horace on the relative beauty of mother and daughter, but nothing could be lovelier than our white columns and green terraces set on the sunny veld. In one thing, at least, we boast ourselves above our parent: we are still ruled by a Lawrence. Miss Theresa Lawrence, youngest of the famous family, came out with Miss Earle in 1902, to bring an English public school education to the young maidens of Johannesburg and South Africa generally; and from small beginnings the school has risen to its eminence of to-day. Several of the staff are old Roedeanians of Brighton, and there is always a pleasant connection between the two schools.

### General Organisation

We have recently enlarged our buildings to accommodate our ever-increasing numbers. The Junior House, wherein live the Midges and the Gnats, presided over by St. Margaret and St. Natalie (guardian saints and presumably quite hardworked) is a large building down in the garden opposite the swimming pool. Here the "under twelves" grow tall and sturdy, sleeping at night in open-air dormitories, and working by day in openair class-rooms. They form a little world of their own, with their own staff of teachers and matrons, and their own mode of government. We have recently introduced the P.N.E.U. theory of teaching into the Junior School, and hope for great results. In matters of discipline we aim at preparing the children for the responsibility of self-government in the Senior School: we try to teach them to "make a noise quietly." Those who best grasp the idea achieve the proud title of

"digne" ("Honneur aux Dignes" is the school motto) with a cord and silver star of office.

There are thirty-two junior boarders with about the same number of day-girls. The senior boarders, a hundred and twenty of them, live in the three beautiful buildings which form the main Their Houses are dedicated to St. Ursula, St. Katharine and St. Agnes, who keep watch over the Bears, Cats and Lambs respectively. House feeling is strong: girls compete in work and play, not as individuals, but as House memthere are stirring scenes hard-fought House Matches, and great competition for the Silver Leaf which term by term rewards the House with the best record of work. Each House has its shelf in the Hall, with the picture of its Saint above, and its symbolic animal carved below; on this shelf stand the games Cups, the Music Bell, and all such House trophies, and on the carven Tree of Knowledge below shine the silver leaves. Each term one House has its birthday party—an evening of revelry in strange garments—for we always "dress up" according to some plan. The House of the birthday provides the entertainment, decorations, amusements, and a We have a birthday cake, ceremonially cut, and lift the roof with the joyous competitive blast of "The Song of the Houses." What always strikes me most about the House Nights is the efficiency of the clearing up next day. The House may have been submerged all Saturday beneath an ocean of crinkled paper, wattle boughs, straw, ribbons, cardboard, gold paint, and other adjuncts to a happy evening; by ten o'clock on Sunday morning it is swept and garnished, with not a sign left of the evening's carouse.

School Discipline

This happy result is directly the work of the prefects: theirs is the responsibility for maintaining order and comely behaviour. I think I am not putting it too strongly when I say that Roedean stands by its prefect system. When Miss Lawrence and Miss Earle first thought of introducing it, their friends out here were not encouraging. "The South African girl is not as docile as her English sister," was the objection. "She will never obey a school fellow. Freedom is in her blood. She is not amenable to petty rulers."

The Heads persevered. The South African girl is shrewd enough: it did not take her long to find out that the prefect system cuts both ways, that it puts a great deal of power in the hands of the girl who is fit, and that everyone has a chance to prove her fitness. To-day, practically the whole of the day by day discipline and what I might call the running repairs of the school are in the hands of the prefects-with a necessary amount of Hidden Hand, but the more hidden, the more effective. The quality of the prefects fluctuates with the years: we have strong sets, and sets not so strong. But taking them as a whole they are a decent, self-respecting, respected body, trying to do their duty, and not swayed overmuch by desire for popularity. Their influence is strong, and on the whole, wisely used: the Staff often find that an uppish little girl can be dealt with more effectually by the prefect she fags for than directly by one of themselves.

As I said, we begin to train our girls in personal responsibility in the Junior School. When they become Seniors we watch them for a year or two before taking any active steps. When a girl is fourteen it is time for her to become a sub-prefect, if she has the power of self-control. The sub-prefects are recognised as self-rulers: they are released from a great deal of supervision and given altogether more freedom. They have no direct control over their fellows, but their influence is often strong: a sturdy "sub" in a rather too cheerful class can be a great

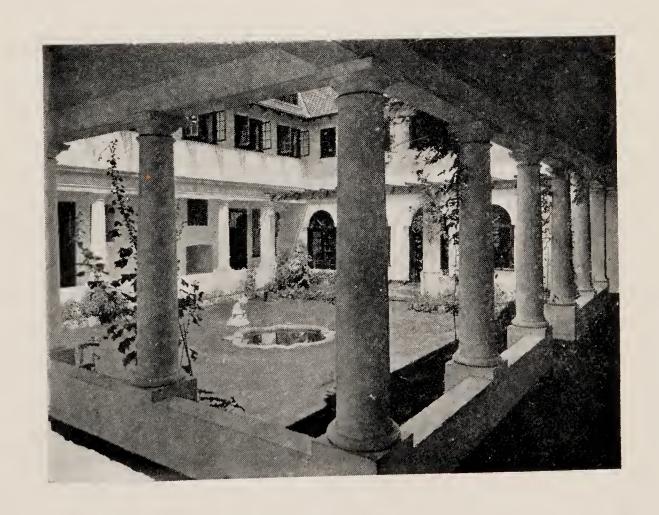
help to the waverers. And again, if a definitely unruly girl can by superhuman effort be boosted up to within sight of the sub-prefect standard, we occasionally make her a "sub" by a kind of act of faith, and more often than not find our action justified. Sub-prefects have their temporary tragedies: the standard is a high one, and quite a small number of bad marks means the loss of the badge. Then there are tears and self-abasement, but not for long: the "ex-sub" must up and try again. After all, it is not so easy to be a consistent self-ruler, even at fourteen.

Prefects, on the other hand, rarely forfeit their badges: such a punishment would imply a serious offence indeed. Next in rank to the "subs" come the House Prefects, chosen from those of the sub-prefects who have shown themselves capable of strong and tactful dealings with their neighbours. They have definite duties to do, chiefly in their own Houses, where they are very useful, and possess definite authority. The young woman nearing seventeen should be a Full Prefect, distinguished by her silver badge. She can make herself a most important person: the "silvers" in council have a finger in most of the school pies, and have the making of a good many. They are courteous assistants to the Staff; the Heads themselves consult them; wrong-doers flee before them. Only one step higher is possible, and that is not always attained. When among the Full Prefects are certain who are of superexcellence they are rewarded by a gold badge and the title of Senior Prefect. There are never more than three at one time, one from each House.

I have dwelt thus at length upon our School government because I think that in it especially lies the strength of Roedean. Our work follows the usual Secondary School Course. We prepare for the usual examinations, and a good many of us are at South African Universities. We have, too, quite a little colony overseas of girls who have gone from us to Oxford and Cambridge and the

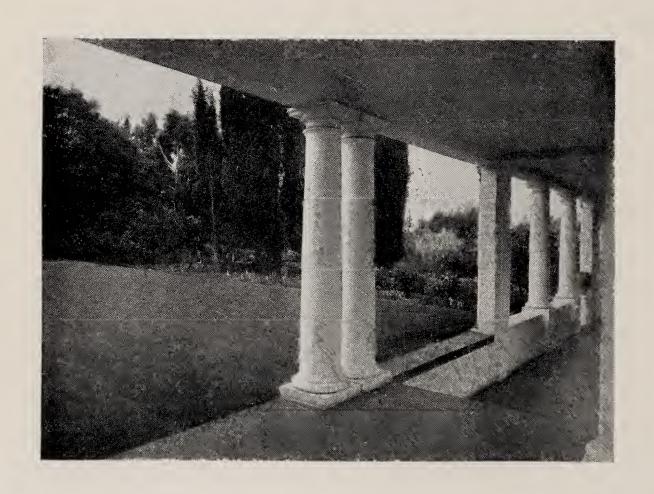
# ROEDEAN SCHOOL, JOHANNESBURG.





# ROEDEAN SCHOOL, JOHANNESBURG.





London Colleges, or who are studying Music or Physical Training. At American Universities, too, we are not unrepresented. How far my experience is merely personal I do not know, but I find differences between the English and the South African girl, and differences in conditions of teaching. The South African girl develops physically sooner than the English girl: as a new mistress fresh from England recently put it, "My class look a year older than the girls I had last year—and I find they are a year younger!"

#### The S. African Girl

Our girls have, I think, less energy to spend on brain work during the years of adolescence: they are too much occupied in growing tall and beautiful, which they certainly do. They are lovely things, these children of the sun, worthy to be the mothers of a growing nation. Perhaps they come to maturity sooner; they are thus inclined to leave school early, and many of them are not inclined to proceed further with their education; they are ready for marriage, and they marry young.

And yet in many ways the South African girl is better educated—or more widely well educated—than the English Many of them have travelled a good deal, not only in the Union (we have boarders who live three or four days' journey away) but to England and on the Continent. Some are bilingual—English and Dutch-with presumably the "duo corda" that a mastery of two languages and a familiarity with two races implies. Practically every girl can ride, shoot and swim; often she can defend herself, if need be, from a cobra or a leopard, can direct native servants in their own language, can grade fruit or manage a dairy. honor The "Afrikander" maiden is energetic, kind.

practical and resourceful: she can drive a Ford across the veld where no roads are, she can take the dowser's twig in hand and locate a well on her father's farm, she can at a pinch be doctor and nurse to a Kaffir picannin that has rolled into the fire.

On this material then we have to work, and how we set about it I have tried to show. Perhaps the School's whole aim can be summed up in the word "simplicity''-of manners, of way of life, of outlook. In a city where wealth goes for much Roedean is a little Utopia where it counts not at all. Dress is standardized by school uniform—the blue serge djibbeh for day wear, the bright coloured djibbeh of some simple material for evening; jewellery is taboo; costly presents and rich personal equipment are "not done." We are an English school; the Union Jack flies every day from its staff, and every morning after prayers the assembled school turn to salute the flag. We are a friendly school: all the lost dogs and forlorn cats for miles around find shelter and affection with us. Our great school festival, Foundation Day, speaks the loyalty of our members. Year by year the Old Girls from far and wide assemble on that day; year by year come cables from absentees all over the world. We have our times of leisure: Roedean Sundays leave a sense of sun and flowers, of church bells and friends' faces, of great verse worthily read, of music and the cooing of doves, and all the pleasance of the long day. Our buildings are lovely inside and out; no school can have a fairer setting of rising kopje and blue distant mountains; and at Roedean, lovely among its roses in the sunshine, lovelier still when the moon re-fashions it in sheer white and black, our girls learn, in the words of the Roedean creed, "to be honourable, seemly in conversation, and

# The Problem of Native Education

By J. D. Rheinallt Jones

(Secretary, Council of Education, Johannesburg; Lecturer in Native Law and Administration at the University of the Witwatersrand, Johannesburg)

South Africa offers an interesting and fruitful field of labour for the educationist, for here the organiser, the reformer, and the pioneer will find problems enough and to spare. The diversity of languages, the racial differences and the inequalities in the degrees of civilisation, all present difficulties of unusual character. Fierce controversy has raged for years over the language and political differences of Briton and Boer; but when one turns to the non-European people the difficulties are more numerous and more puzzling. The indifference of the European population towards the educational needs of the non-Europeans has saved us from more violent arguments upon such questions as the character of the education to be provided and the media of instruction. The controversy that exists is as to whether or not non-Europeans should have any education at all.

This morning's newspaper gives an account of an educational debate in the Transvaal Provincial Council—the body which controls primary and secondary education in the Province. Speaking to a proposal to introduce compulsory education for coloured children—

"Mr. J. M. Bredenkamp (Nationalist, Pretoria North) opposed education for coloured children on the grounds that it would be extremely dangerous to the country. There were already enough 'Kadalies' [Kadalie is a clever native Trade Union organiser] in South Africa, who acted as agitators among the natives. He had no objection, however, to coloured children being educated at their own expense."

This quotation has a familiar ring—reminiscent of early 19th century debates

in the House of Commons!

### Hottentot, Bantu, Indian

But to understand something of the racial differences in S. Africa and of the gulf that exists between White and Coloured, it is necessary to distinguish

between the various sections of non-Europeans in S. Africa. The first coloured people whom the early Dutch settlers met were the Hottentots—a nomad race which was in occupation of the land at the Cape in 1652. In course of time the Hottentots lost their land, became the slaves of the Dutch settlers, and lost their identity as a race by the infusion of white blood. Their descendants to-day are the half-caste people now called Cape Coloured, of whom there are about 500,000, most of whom speak Dutch

As the white settlers pushed eastwards and northwards, they came into conflict with the Bantu—a virile negroid race. Fierce fighting over several decades ended in the supremacy of the white man who took possession of most of the land. The Bantu are now a law-abiding people who are rapidly adopting European ways and who, when working as labourers in industries, are noted for their willing service. There are  $5\frac{1}{2}$  million Bantu, including six distinct language groups with a number of other dialect subdivisions.

In 1860 the white settlers in Natal introduced Indian indentured labour into the country with the result that there are 170,000 Indians in the Union to-day. They mostly speak Tamil. There are now no indentured Indians—all are free—but the white people would prefer them to return to India, and great efforts have been made to press them to return. About 70 per cent. of the Indians now in Natal were born in S. Africa, and they are not likely to return to India. These facts are only now being recognised by the country. A recent Agreement made between the Union Government and the Government of India contains a clause in

which the Union recognises (for the first time) responsibility for the social, economic and educational uplift of the

Indian people in S. Africa.

All the non-European people are, with few exceptions, poor and depressed. The Cape Coloured in the towns have, however, visibly progressed in recent years. They earn more and they are rapidly approximating the European standards of life. It is significant that the present Government is prepared to extend to them most, if not all, of the privileges enjoyed by Europeans. But the wages of the farm labourers are very low—varying from 10s. to 30s. per month with food.

About half the Native people are in "reserves" which are overcrowded. The other half are to be found on European farms or in the towns. farms the Natives mostly give service in return for the privilege of living on a corner of the land. They have no security of tenure while taxes compel them to send their children into the towns Nevertheless, they are to earn money. making strides in civilised ways, and their thirst for education makes them ready to sacrifice for their children to an amazing extent.

The Indians are agriculturists, factory hands and traders. The trading class is quite well-to-do, but the vast bulk of the Indians live under deplorable conditions.

Education among non-Europeans is the Cinderella of Education in South Africa as the following figures will show: -

Race	Population School Population		State Expend. on Education	Expend. per Pupil	
White Cape col'd. Native Indian	1,250,000 500,000 5,500,000 172,000	330,000 54,000 200,000 10,000	£7,000,000 £660,000	£17 18 9 £2 10 1	

### The Missions

The truth is that the non-European people owe almost everything they have in education to the magnificent work of the Missions. The officers of the Education Departments have done their full share along the years, but had they relied upon public opinion they could have achieved little. It is the men and the money which Britain, Germany, France, Switzerland and the United States have sent to S. Africa that have made possible the provision of educational facilities for

the non-European people.

Since non-European education has been largely organised by missionary bodies, control still lies with them to a considerable extent, although, in Natal, the Provincial Administration's policy is to encourage the Missions to transfer the schools to Government control. Grantsin-aid are given by the Provincial Administration, aided in turn by grants from the Union Government. vincial Administrations inspect the schools, fix the curricula and the salary scales, but each Province has an Advisory Board of Missionaries which advises on questions of policy and organisation.

#### Teachers

While the Teacher Training Colleges are mostly staffed by Europeans, the schools are, in the majority of cases, manned by non-Europeans. The standard of training has advanced considerably in recent years and Standard VI. may now be regarded as the minimum educational qualification for three years' training. As the teaching profession offers one of the easiest ways of securing education and an enhanced social status, there is no dearth of candidates. Unfortunately the financial stringency of recent years has prevented the opening of scores of schools where they are urgently required, and there is, in consequence, a shortage of teaching posts for those who have completed their training.

#### Standard of Education

The character of the education given in the schools has, naturally, been influenced by the type of education familiar to the missionaries and educational administrators in their earlier days in Europe. With inadequate resources, and, in many cases, without suitable training, the missionaries found it easier and more effective, for the numbers to be served, to stereotype the education of their own youth and to make it the pattern for their eager and imitative pupils. In recent years there have been demands, on the part of the white man, that "less book knowledge" and more manual instruction should be given in these schools. But there seems to be no disposition to provide the additional funds which manual instruction always entails.

There are two important factors to be considered in this discussion on the type of instruction. The first is the necessity for enabling the scholar to continue his education in the only way open to him, through reading, after his short school-life. How short is the school-life may be seen from the following remarks in a report of the Cape Education Department:—

"The standard attained by the average child in native schools is unfortunately low. . . . 43 per cent. of the pupils are in Sub-Standard A; two-thirds are below Standard I; only 7 per cent. go beyond Standard IV; and 2 per cent. pass Standard VI."

The second consideration is that Native life does not require any considerable number of skilled workers, beyond those who till the soil. In any case, what can any elementary school do to "train" workers? And, most important of all, while the white man does not want the Native to be anything more than a manual worker, laws are being passed to prevent him from entering occupations in which he would compete with white workers.

#### European Prejudice

The popular view, among Europeans in S. Africa, is that the Natives should be pushed back into the Reserves or Locations, there "to develop along their own lines," and that if they are permitted to work among Europeans they should be restricted to farm labour. The advocates of this view seem to conceive of the Bantu as living in a watertight compartment away from the influences of "Western civilisation" and developing a culture

and civilisation of their own. The social system of the Bantu people is, it is true, a highly developed organisation, but it cannot survive against the influences of modern civilisation. There can only be one civilisation in Africa. The continent has shrunk too much—and it will continue to shrink—to allow "Bantu culture" to survive.

The truth is, of course, that the popular view is prompted by racial prejudice and Unfortunately of competition. support has been given to it by the supposed results of "intelligence tests" upon Native scholars. Despite the tremendous difficulties arising from differences of language and social experience as well as of educational advantages—these results have been delcared to prove the inherent mental inferiority of the Native. But experienced educational workers among the Natives do not agree with this judgment. None are so satisfied as they that the judgment is based upon insufficient and untrustworthy data: none are so sure of the Native's capacity to rise and to share the advantages of civilisation as his social experience and economic status approximates more closely to those of the European.

Native education—indeed, all non-European education—is suffering from the effects of popular prejudice, and the lack of faith on the part of the governing race in the value of education for the governed. Progress in education is dependent upon faith in education itself. Where this is lacking experiments are discouraged, new methods cannot be introduced, and expansion to meet growing needs becomes almost impossible.

And yet the greatest educational need of S. Africa to-day is experimentation in the adaptation of educational methods to the conditions of Native life. We need to give the coloured peoples greater help in adjustment to civilised ways of life, to make the school a greater social influence in regions where animism and witchcraft are powerful, and to lead these people into the fuller and freer life of our civilisation.

# Native Education in South Africa

By W. G. Bennie

(Chief Inspector of Native Education, Cape Province)

NATIVE education is a matter that has provoked wide divergence of opinion in S. Africa, and has at times become con-Most men that one meets are ready to give an authoritative opinion on the matter, but too often the authority rests upon the flimsiest basis of knowledge. A common view is that education makes the Native impudent and dishonest; and cases are quoted in which Natives have made use of their education to practise forgery. Isolated cases of this kind receive wide publicity, but no account is taken of the thousands of educated Natives who are leading useful Christian lives in the reserves or the towns, all the more useful to the community because of the training they have received. In common with other aspects of Native affairs, however, Native education is now engaging the serious thought of many men in South Africa, who had previously given it little consideration. This is a hopeful sign, for a study of the facts and circumstances of the case compels conviction that, not only on Christian and humanitarian grounds, but also in the interests of our own civilisation, we must afford the Native races under our government full scope for the satisfaction of their legitimate aspirations, and further this to the best of our ability.

Beginnings

Native education in S. Africa may be said to date from the early twenties of the last century, when a Scottish missionary, John Bennie, working in a remote valley of Kaffraria, reduced the Xosa language to writing and struck off the first reading-sheets for use in the schools of the mission. Since that time Native education has extended pari passu with the development of mission work among the

Native tribes. After central schools had been established, kraal schools were opened, under Native men and women who had received some education at the central schools. But it was not long before teachers of a more advanced type were required, and in 1841, the authorities of the Scottish mission decided to open at Lovedale what was then called a seminary, at which promising pupils from the outlying schools might receive more thorough education. Meanwhile, missionaries of other churches, and notably the Wesleyan Church, under the leadership of the Rev. William Shaw, were working on similar lines in other parts of the country. In some areas Government aid was received; in this respect the Cape was much ahead of the rest of S. Africa, but everywhere the schools were mission schools, as most of them are to this day. The value of the work done by Missionaries for Native education can never be estimated. It is to be hoped that the education departments of the four Provinces will continue to maintain the present close association of mission churches with Native education.

Early Aims

The first aim of the instruction given in mission schools was naturally to enable the people to read the Scriptures, hymns and church services, and the Native language was used. English was taught only in the central schools. As training schools for teachers were established, however, and young men and women with a broader education went to the outlying schools, so the education of these schools became broader and more systematic. In the early days missionaries framed their own curricula, but when each colony in turn undertook to

subsidize the schools, it became necessary to follow the Departmental code. In the Cape Colony for many years Native education followed the same curriculum as White schools, though very few Native schools went beyond the fourth standard. The course followed largely the code for Scottish elementary schools, but the standard of efficiency was naturally much lower.

In 1918 a great step forward was taken, when Natal appointed a special officer to deal with Native education, and to develop it on appropriate lines. The Cape did the same in 1921, and the Orange Free State in 1924. In the Transvaal there are special inspectors for Native schools, but these work directly under the Director of Education.

On the appointment of these officers, special courses were drawn up to meet the needs of children. In all the Provinces of the Union an attempt has been made to carry out a course of education adapted to Native life and circumstances—built in the first instance on the child's knowledge and experience of life, closely linked throughout with his life in the home and the field, and designed to prepare him for his future. The extent to which the aim is reached in the several Provinces varies, but all are agreed upon the principles referred to.

#### Religious and Moral Training

Great stress must be laid on religious and moral training. Education and the spread of civilisation have undermined the old tribal and family customs by which the individual was formerly bound; these must be replaced by the influence of Christianity and the sanctions of civilised morality. To effect this is one of the hardest tasks set before the missionary and the educationist among the Natives.

### School Subjects in Primary Schools

The language with which the beginner commences his education is naturally the language of his home; reading is easily taught, since spelling is strictly phonetic.

But an early beginning is made in the official language chosen, which is usually English. It is required that this be taught orally by the direct method, and English reading is not begun until the pupil can read his own language, and understand simple sentences in the new. Arithmetic needs much time, for in their primitive state calculation played little part in the life of the Bantu. The most popular subject in the school is singing; a sense of rhythm is born in the Bantu child and his feeling for harmony far exceeds the White child's. Other cultural subjects like nature study, geography and history are taught, in order that the minds of the children may be trained to reason from cause to effect, and that their outlook may be widened. In this connection nature study is of special importance, for among the primitive Bantu all natural phenomena are related to the spirit-world—hence the power of the witch-doctor, who is supposed to be in touch with the supernatural. Spirits and the spells of enemies were also held responsible for disease. The result was an atmosphere of fear and mutual distrust, and the "doctors" who professed to be able to appease the spirits or remove the spell wielded a malign influence. Further the coming of civilisation has produced an almost violent change in the Native mode of living, and this, with the congested state of many areas, is the cause of heavy mortality, especially For this reason it is among children. necessary to provide instruction in the working of the human body, and training in hygienic methods of living. subject has unfortunately been neglected in the past, with the result that there are few Native teachers at present qualified to do it justice.

#### Handwork

Then last, but of first-class importance, is training in handwork, and in gardening for boys and housecraft for girls. In this branch of education, so essential to the uplifting of a primitive people, Natal leads the way, but the Cape is doing its

best to make up for lost time. Wherever there is a woman teacher, the girls are taught plain sewing; but, in addition, boys and girls alike must do some form of handwork, based on the old handicrafts of their people. The teacher is expected to find some form adapted to the material obtainable in the neighbourhood. Grasses, rushes, palm-leaf, maize-husks, rattan cane, osiers, and the fibre of the American aloe are used to make baskets and mats of all kinds, hats, bags, ropes and string. Wool and mohair are spun with the fingers and homely bobbins, and the yarn is made up with a hook into rugs, articles of clothing, caps and scarves. Skins are dressed or tanned, and made into caps, belts, shoes and slippers. Much use is made of clay, and hardwoods and bone are carved into useful articles. In the towns, where natural material is scarce, articles for household use or ornament, toys, and travelling cases are made from discarded packing cases and tins.

Gardening

Gardening or simple agriculture is expected to be taught to all boys. This, however, necessitates securing and fencing a piece of suitable ground, and in towns and the arid portions of the country, it is not always possible to insist upon this requirement. School gardening has already proved its usefulness in the much needed development of better methods of agriculture. And both manual training and gardening frequently bring in a little revenue to the schools, whose financial resources are of the meagrest. As important as the training of boys in agriculture is the instruction of girls in house-craft. Such instruction is given in a few centres, but it should be extended to all the larger schools; at present a dearth of women qualified to give it is a difficulty.

So far only primary schools have been dealt with. The teachers for these schools are trained under keen and efficient European teachers in subsidised training schools. The courses of training provide for special attention to the

teaching of language, hygiene, handwork, gardening and housecraft.

#### The Industrial School

After passing through a primary school pupils may go to an industrial school, where the boys are taught useful trades and the girls are trained in housecraft, spinning and weaving, dressmaking, embroidery or basketry. Trade instruction of boys cannot be expanded beyond a certain point, for the Native races as a whole have not yet risen sufficiently to provide scope for a large number of tradesmen; and if Native tradesmen go out in numbers to work in the towns, trouble arises with the European trade unions. On the other hand the training of girls in housecraft is of the greatest value to the race and could be expanded almost indefinitely, had the Provinces the necessary financial resources. But in this, as in every branch of Native education, the efforts of education departments and managers alike are hampered by lack of funds.

The Secondary School

For intelligent pupils, whose parents can afford the expense, secondary schools under the Provincial Departments are provided in Natal and the Cape. curriculum followed allows not only of an academic course, but also of options embracing hygiene, manual training, domestic subjects, agriculture and commercial subjects. After completing a two-year course in one of these schools, the pupil may either go to a training school for the primary teacher's higher certificate, or he may go to the S. African Native College at Fort Hare which is under Union control. Here, after matriculating, he may qualify as a higher grade teacher, or take an arts course in connection with the University of S. Africa. Several have graduated in recent years, and are doing useful work The college also provides as teachers. courses in commercial subjects, and in agriculture with actual farming practice.

# The Language Medium Problem in South Africa

By C. H. Schmidt, M.A., B.Litt (Oxon.)

(Senior Lecturer in Psychology, Grey University College, Bloemfontein)

(The writer of this article received his education through a foreign language medium. At the University of Stellenbosch, where he took his M.A. degree, he commenced an experimental investigation of the foreign medium question. Afterwards he went as Rhodes scholar to Trinity College, Oxford, and continued his investigation there, and visited the schools in North Wales, where he carried out some more experiments, and also the schools in Belgium. The results of this investigation were afterwards published in Pretoria under the title of "The Language Medium Question")

The language medium problem is one that is not confined to S. Africa. It is found wherever there is a nation that is not quite homogeneous, and where the separate elements speak different languages. It is found in Belgium, in Switzerland, in Czechoslovakia, in Wales, in Canada, in India, and even in U.S.A. with its colonies of alien immigrants.

In every country, however, the problem has certain aspects that are peculiar to that country, and consequently each one has to some extent to work out its own salvation. In N. Wales, for instance, the home language is generally held to be unsuitable as a medium for higher education; in N. America the ideals of nation-hood demand the Americanisation of the foreign elements, and this implies the adoption of English (or American?) as their language.

#### The English Experiment

In S. Africa the problem arose during the Boer War (1899-1902), when the two Dutch Republics were conquered, although it had been felt to some extent in the Cape before that time. At first the policy of the British Government was to anglicise S. Africa by enforcing the use of English as a medium in all the schools, although Dutch was allowed to be taught as a subject.

As one might well imagine, this was the worst possible policy from an educational standpoint, although many people, even of the Afrikaans section, did not realise it. English was then the official language of the country, it had great commercial value, and was the language of the conqueror. Consequently many people held that education was a failure unless the children acquired a good working knowledge of English, and a knowledge of English became the aim and object of all education, however much sacrifice it entailed in other directions.

One can imagine the state of affairs in the primary schools. It meant the complete negation of the principles of the "New Education." The little children would come to school on the first day, very eager and very proud of the fact that they had attained the school-going age. The teacher would commence at once with English, a language which they did not understand. The teaching was done in English and the children had to answer and express themselves in English.

Naturally expression was at a minimum. They found it extremely difficult to formulate questions, and consequently did not do so. When questioned they either said they did not know or answered in monosyllables. There was no life in the classes, and the teaching had a dulling and inhibitory effect. It encouraged parrot work, because the children tried to learn everything by heart. At the end of one week the children were a great deal sadder, even if no wiser. By that time they had begun to detest school.

Another result was that school life had no relation whatsoever to home life. They were two spheres of life that had no bearing on one another. The language of the home and the playground was not good enough for the school. The home language was associated with the outside world, the world of reality. The school became something unnatural, something that had no contact with the outside world. What was a "koppie en piering" at home, became a cup and saucer at school.

The most pernicious effect of the foreign medium, however, was that it tended to foster a feeling of inferiority, especially when there were also English-speaking children present. The Afrikaansspeaking child could never shine in class; it took him longer to understand the work, and he expressed himself with difficulty. Furthermore, one was looked upon as uneducated if one could not speak English. The result was an inferiority complex, which was compensated for at times, but which very often led to discouragement.

#### The Dutch Experiment

But enough of this. It must be clear to everyone that such a state of affairs was unsound educationally. This fact, however, had to be pointed out to S. Africans, both English-speaking and Afrikaans-speaking. Several writers proceeded to do so. The result was that most S. Africans became convinced that the only sound method educationally was to begin with the home language as a

medium in the primary school.

There was another difficulty, however, which tended to retard the use of the home language in the case of the Afrikaans Afrikaans is a language that section. has developed from Dutch. It differs from it, both in form and vocabulary, so that it cannot be looked upon as a dialect of Dutch, just as little, in fact, as Italian is a dialect of Latin. was not realised, and Dutch was taught as the home language of the Afrikaanders. The attempt to substitute Dutch for English as the medium of instruction was bound to fail, for Dutch, though cognate to Afrikaans, was no longer spoken in S. Africa, and was consequently just as difficult to the Afrikaander as English, and more unnatural, for English was at least sometimes heard outside the school-room.

The "Parallel" Experiment

Then the "Afrikaanse Taalbeweging" (Afrikaans Language Movement) originated. The aim of this movement was to make the Afrikaanders realise that Afrikaans was a language, that it was their language, and also to foster a love for the language. The movement at first met with a great deal of opposition, but quickly spread. The enthusiasm so awakened led to the publication of Afrikaans literature and text-books for the schools.

The result is that at present Afrikaans and English are the two official languages of the country. In the Afrikaansspeaking section Afrikaans is the medium of instruction in the schools and even in some of the Universities, and English is the medium for the English-speaking section. A second language, either English or Afrikaans, is a compulsory subject.

It can be seen that the problem is being solved, and much of the political feeling has died down, although it occasionally crops up. In the calmer atmosphere educational principles can exert their due influence. A few difficulties, however,

still remain to be considered.

One big difficulty is the poverty of literature and Afrikaans Afrikaans scientific books. This difficulty is not felt so much in the primary school, but it begins to manifest itself in the secondary schools, and is a very important factor in University education. Even at the University the students are handicapped if they cannot use their home language, but with the exception of a few Dutch textbooks, all their books are in English. Afrikaans-speaking students are therefore somewhat handicapped, whether they study the subject through the medium of Afrikaans or of English. This difficulty will probably be overcome in time, either by the publication of more Afrikaans and Dutch text-books, or by better methods of studying the second language.

# Notes on a few Schools

#### St. Peter's School

At Rosettenville, Johannesburg, a school for natives, under the Principal, the Rev. Fr. A. Winter, C.R., the Dalton Plan has been introduced from Standard V. upwards. In the boarding section the boys are given a great deal of responsibility by a system of government similar to the prefect system. Native boys respond splendidly to positions of trust and responsibility. One of the outstanding features of this school is the delightful handwork—clay-modelling, raffia, cardboard modelling and carpentry. Handwork and gardening are specially important in the curriculum for native children.

#### Rosettenville Junior Government School, Johannesburg

In this school Miss Hetty J. Jones has introduced individual apparatus. admission age of the Transvaal Schools is six years and the children are expected to be ready for Standard I. at the end of twelve months. The Education Department was not prepared to make a special grant for the purchase of apparatus but permission was given to Miss Jones to plan her work along the lines she suggested. The first apparatus was made from material that the children could gather together from the shops and from The children helped to their homes. make the apparatus which was planned on lines similar to that used at the Demonstration School attached to Mt. Pleasant Training School (Eng.). Miss J. Mackinder's apparatus\* was also used for reading.

#### Sunnyside School, Pretoria

Under the Headmaster, Mr. R. Ogden, the Dalton Plan is being tried. The school contains about 500 children of both sexes from 6 to 12 years of age.

#### Brooklyn Government School, Pretoria

This is a delightful school in the suburb of Pretoria. Individual work has been introduced throughout. Miss F. Riddolls, the Principal, has created a charming atmosphere in the school.

#### Gymnasium Junior School, Pretoria

Miss Michie has introduced individual work into her school of about 340 children. The apparatus was made by the teachers themselves at great self-sacrifice. The handwork showed much originality and a very happy atmosphere pervaded the classrooms.

#### S. African College, Junior School

Here Mr. Kipps, the Headmaster is doing interesting work in several directions. We found the school magazine and the children's diaries particularly

original.

Trafalgar High School, Capetown, under Mr. Miller, and the Observatory High School, Capetown, under Mr. Grant, are both developing in original ways. The Ceres High School, C.P., under Dr. Malan, has a very good system of self-government, and Mr. Noble Jack at the Boys' High School, George, C.P., is seeking to steer a via media between "stationary Europe and revolutionary America." There is some very good work in agriculture.

<sup>\*</sup>Apparatus obtainable from Philip and Tacey, 69, High Street, Fulham, London, also "Individual Work in Infants' Schools," by Miss J. Mackinder, price 3/6.

#### NOTES

#### FELLOWSHIP NEWS.

#### Locarno Conference

Our Conference promises to be the largest gathering of pioneer educationists that has been held. Practically every nationality will be represented. The following are a few names picked at random from our list of registered members:—

An official representative of the League of Nations, the Director of Education for South-West Africa, the Secretary of Public Instruction for Liberia, the Secretary of the National Council of Education, Canada, a representative of the Education Department of Santo Domingo and of the Government of Belgium. Representatives will attend from the Universities of Dacca and Allahabad (India), of Havana (Cuba), Cagliari (Italy), the Keiogijuku University (Tokio); in U.S.A. the G. Peabody College for Teachers, Iowa State College, Penn College, International Institute of Teachers College. Among the associations sending delegates are the Child Study Association (New York), the Progressive Education Association, the Teachers' Union (New York), the Union of Parents' Associations (New York), the Education Association, the Association of Private School Teachers of the Eastern States of America, the Polish New Education Association, Association of University Women, Switzerland, the Landesverband of German Teachers in Poland.

Among the pioneer schools represented are Frensham Heights, Bedales, Garden School (England), Lincoln School of Teachers College, North Shore Country Day School, Winnetka Schools, Beaver Country Day School, Edgewood School, Tower Hill School, Ethical Culture School, Downers Grove Junior Elementary School (U.S.A.), Tyringe High School (Sweden), Odenwaldschule (Germany),

Hof-Oberkirch (Switzerland), Decroly School (Belgium).

For further information concerning Study Groups and Lectures see page iv.

#### Scottish Section.

#### Art Exhibition

The interest taken in the Children's Art Exhibition at the People's Palace, Glasgow, organised by the Glasgow N.E.F., has been remarkable. Owing to the continued large attendance, the Corporation arranged to extend the time from three weeks to six, during which over 53,000 persons visited the exhibition, making an average of 1,164 per day. The novel character of the exhibition, consisted almost entirely creative work, was evidently the reason for the great interest shown on the part of teachers, the public, and the press. The British work in the exhibition is to be shown at Locarno, and arrangements are being made for showing it and the Viennese work in various cities in England and Scotland next winter.

#### Broadcasting

A talk on the New Education Fellowship was broadcasted from Glasgow on April 25th by Dr. Wm. Boyd, of Glasgow University; this was afterwards published verbatim in the Scottish Educational Journal. Arrangements are being made to have this talk given at other Scottish stations also, and to get a series of talks on various New Education subjects broadcasted during the winter.

#### Lectures

Mr. John Eades gave a series of lectures, in his usual inimitable style, on "The Leeds Dalton Plan" and "Project Work," at Glasgow, Dunfermline, Alloa, Kirkcaldy, and Leven, during his Whitsuntide holiday.

#### Annual General Meeting

The Annual General Meeting of the Scottish Section was held at the Athenæum, Glasgow, on May 28th. An inspiring address was given by Dr. Boyd, in which he presented in a convincing manner the case for the Winnetka method being successfully employed to solve the problems of New Education in Scotland. The recent reorganisation of the N.E.F. in England and Wales was fully discussed, and it was agreed:—

(1) That the membership fee of the Scottish Section should be raised from

7s. to 10s.

(2) That the Associate fee of 2s. 6d.

should remain unchanged.

An addendum was made to the effect that a subscription of one guinea would cover membership of the Fellowship Lending Library, and also the Scottish Section fee and the magazine, and it was hoped that those who could do so, would help in this way towards the general work of the Fellowship, including the upkeep of the Continental Bureaux.

Liverpool Group of the New Education Fellowship

In April a keen group of the New Education Fellowship was formed with Miss M. Appleton, Principal of the Liverpool School of Mothercraft as Secretary, and Mr. C. E. Mott (the Director of Education) as President and Chairman. The following have agreed to serve on the Committee: Mr. Wilkinson, Wallasey Grammar School; Miss Wallace, psychologist; Rev. H. H. Symonds, Liverpool Institute; Miss Tyson, New Hall Lane The Group is setting to work with great earnestness and already a series of very interesting lectures on various aspects of Psychology and Education has been planned. Arrangements are being made to show the Exhibition of Scottish and Viennese Art which has recently attracted so much attention in Glasgow.\*

#### Formation of New Groups

The Joint Secretary of the New Education Fellowship (Miss Dorothy Matthews) will be very glad to visit any centre where there is likely to be enough interest toform a Group during the autumn, or the spring of next year.

#### S. Africa

Mr. F. W. Mills, Inspector of Schools (P.O. Box 4439, Johannesburg) is forming a strong group of the New Education Fellowship in Johannesburg, and is also forming a committee to gather information concerning the different kinds of Individual Apparatus for school use. This Committee will advise teachers on questions of apparatus and facilitate their efforts to procure material as cheaply as possible. Readers in any part of Africa who are interested in the Fellowship's work should get into touch with Mr. Mills.

#### More Nursery Schools

Although the Education Act of 1918 provided for the opening of Nursery Schools, few Local Education Authorities. up to the present have taken advantage of the provision. There are two million children betwen the ages of two and five or two and seven for whom the Nursery School could offer the incalculable advantages of healthy, open-air conditions, and a sound early training. The Nursery School Association is making a special effort to urge the amending of the Nursery School clause in the Education Acts. of 1918 and 1921 so as to make it incumbent on the Local Education Authorities to establish Nursery Schools within their areas. This measure would at once rectify the position, and the Nursery School would be given its place as an integral part of the national system of education. It is earnestly desired to rally to this demand the support of every organisation—whether educational, medical or social-concerned in the welfare of young children. Copies of the resolution and informative literature can

<sup>\*</sup>If any of our members would care to organise an exhibition in their district we could probably arrange to lend them the above-mentioned material in the autumn—together with additions which we hope to glean from the Locarno Exhibition.

101 NOTES

be obtained from the Hon. Secretary, Nursery School Association, Miss Grace Owen, Appleton-le-Moors, York.

#### New Education Group in Holland

An interesting group of pioneers, "Union Nationale De Nieuwe Opvoeding," with a membership of 130, is working in Holland. The group co-operates in the production of an educational magazine Tydschrift voor Ervaringsopvoedkunde. Interested readers in Holland should write to Mr. J. H. Bolt, Schaepmanlaan 11, Amersfoort, Holland.

#### A Museum for Parents and Educators

has been opened in Rotterdam. It has organised many exhibitions Holland. Enquiries may be sent to Mrs. Sandberg, Surinamestraat 44, The Hague.

International Gathering of School Children (Boys and Girls)

Miss Gilpin, The Hall School, Weybridge, is organising a summer gathering of school children at Bierville, France, during the first part of August. The numbers will be limited to 50 children from England, and 50 each from France and Germany. Inclusive cost about 10 guineas. The quota of English girls is already complete.

#### Cizek Postcards (Spring and Summer Series)

Another set of delightful postcards designed by the pupils of Prof. Cizek, is now on sale. Price 1s. for set of 10 cards post free from Dr. W. Viola, Stubenring 1, Vienna, 1. The cards will be on sale at the Locarno Conference.

#### New School in Denmark

At Vedbäk, near Copenhagen, a new school has recently been opened under the leadership of Mr. B. Kiärulf-Nielsen. The school will work according to the new spirit in education and later will accept boarding as well as day scholars. The founder of the school is Dr. M. Philipsen.

#### New Education in Sanscrit

A delightful little pioneer magazine is now published in India by G. Hannmantha Rao, The Vidyadayini Office, 263, Weavers' Lines, Mysore.

#### Passing on the "New Era"

People in this and other countries sometimes ask for copies of the New Era but cannot afford to pay for them. Will those members who, after having read their magazine, are willing to despatch it to a given address, kindly send name and address to Mr. C. Barnes, 84, Boundary Road, St. John's Wood, London, N.W. 8.

(Continued from page 83)

Curriculus Questions.

The curriculum offers the most serious problems to-day in S.A. education, especially on the secondary level. It is here above all that we so urgently need an experimental school like the Lincoln School of Teachers' College, Columbia University, New York. Our school curriculum has not kept pace with the demands of a modern society, and still contains much that is of doubtful value. It will

therefore be the problem of such an experimental school to find out: first, how much of the traditional material has actual educational value in modern schools; second, what new materials should be introduced into the schools and how they can be prepared for school use; and, third, how teaching methods can be made more efficient and economical. One can only find the answers to such problems by submitting them to controlled experimental research which would, in most cases, be spread over several years before any reliable information could be gained.

# The Real Teachers for a New Age

By Edith E. Read Mumford, M.A.

"I'm going to have a lollipop after dinner!" "I'm going to have a lollipop after dinner!" "So am I!" "So am I!" one after another, four shrill little voices piped out, and they were wonderful lollipops when they did have them! Each was a little sugar man, wrapped in paper, and standing upon a stick! After the lollipops, there were still more treats —for Gordon and Roscoe, Daphne and Noreen were being huddled into the back of a friend's motor car to be taken into the town. As they ran out of the door, helter-skelter, to climb into the motor, the wonder of the lighted shops, the prospect of tea in a "café," brought the "shine" into their eyes which soap and water had brought into their cheeks. They came back three hours later, with hands and faces soiled, but the light still shining in their eyes. "We-have-beenin-Baby-land ''—breathlessly they told "Matey," and-the-man-in-the-shopgave - us - rides - on - a - motor - and the - motor - was - all - painted - red bright - red - and - it - had - a - lamp on - it - and - a - brake - on - it!" Then, after a momentary pause, a slight lowering of the eager voices—"No, there wasn't a hooter on it." Once again, breathlessly, they went on-" We - had tea - in - a - lovely - café - and - we - had ices - for - tea - Matey - such - lovely ices!" Two of the children were standing either side of "Matey," an arm clasped closely round her neck; the other two clung to "the rest of her" as she sat on the floor in their midst. "Matey," a delightful name for her, stands for affection, understanding, comradeship. In reality, "Matey" is the short for "Matron"—the Principal of the College —but you would never think she was a Matron if you saw her in the nurseries romping with the children, or the children playing with her toys in her sitting-room downstairs.

Gordon, Roscoe, Daphne and Noreen together with seven or eight other children younger than themselves—are recognised by the discerning Principal as the real teachers in a recentlyestablished School for Mothercraft in Wavertree, Liverpool, though names are not entered as teachers on the formal prospectus. This is because the outside world as a whole does not yet realise that children are the "real" teachers of the new age! Grown folk can teach cookery, laundry work, sewing, hygiene, etc., and the outside world likes to see their names on the prospectus, but the Principal knows that only children can teach ethics, psychology and philosophy to those who want to acquire the secrets of mothercraft. Indeed, it is the children who are the true pioneers in modern methods of teaching, basing their instruction on every-day experiences which they pass on to their grown-up pupils without reservation, and often with a deep sense of values from which the grown-ups may learn, making these grown pupils think for themselves by asking pertinent and puzzling questions. "Why do little children have to obey grown-up people?" "Why do I have to share my toys when I don't want to?" Questions such as these are not easily answered. Some weeks ago, several children were gathered at the Hospital to undergo an operation on the nose. Some of the children were frightened, some even angry with the doctor for hurting them. It was otherwise with Daphne and her companion from the College. Daphne, when she saw the doctor, said, "I know you're going to hurt me, you're going to hurt me very badly, but I don't mind. I'm going home in a taxi and there's a dolly waiting for me at home!"" Daphne and her fellow-teachers

occupy a big flat at the top of the School,

which contains kitchen, bathroom, day

and night nurseries. They are free to run from one room to another, free to run races along the connecting passage, demonstrating in their freedom the subject matter of the lessons which the grown-ups have come to learn. "Matey" is a learner too, the children's aptest pupil.

These teachers of the New Age derive

their credentials, not because of lessons learnt in school or college or even university, but from the fact that free from self-consciousness, they possess a truer sense of real values than many grown folk, and are able to deliver their message with a freshness of outlook and vividness of presentation which arrests the attention of their learners.

## New Ideals in Education Conference

Pioneering in Education

A most inspiring Conference on "Pioneering in Education," organised by the New Ideals in Education, was held

at Stratford-on-Avon in April.

Mr. Kenneth Richmond, speaking on "The Philosophy of Pioneering in Education," said that in the minds of nearly all parents there existed a dislike of education, due presumably to the fact that they objected to the future generation being in a better position than they themselves were. Pioneers had to cope with that situation in the parental mind in which there was resistance to that change called education. The spirit of pioneering was due to the feeling that there was something mysterious, something mystical in all children, something that was capable of infinite development.

Mr. S. W. Smith, Principal of the School for Building Trade Apprentices in Manchester, gave a most interesting account of the School, founded late in 1925, in which there were already over 300 apprentices on the books out of a total of some 900 to 1,000 in the Manchester

area.

Mrs. L. W. Nicholls, Principal of Ballinger Grange, Great Missenden, spoke of the work of the Garden School. The Conference heard with interest how the school placed itself at the disposal of the village, invited the villagers to partake in its sports and festivities, assisted in village activities and was directly responsible for the forming of the Ballinger Village

Orchestra and the Ballinger Junior

Village Players.

Mr. G. Y. Elton,\* of Frensham Heights School, Surrey, contributed a delightful and highly appreciated paper on the Edgeworths. He gave quotations from the book, "Practical Education," written by Richard Edgeworth and his daughter, Maria, and published in 1798, and showed that it contained in germ, if not in full, almost all the ideas that to-day were being heralded as entirely new and original. It was written for parents and ordinary private people, which was perhaps one of the reasons why most of its ideas had never been adopted into Education with a capital E, and why the book managed to be very readable though about education.

Miss Cross, Principal of the Priory School, King's Langley, gave an address on Dr. Steiner's principles of education. Dr. Steiner had shown how each of the three great periods of development in the child demanded its own characteristic training and teaching. She dealt only with the second period (7—14) during which, she said, the feeling life, not the intellectual, was predominant in growth.

Miss Constance Smedley gave a lecturedemonstration of the Greenleaf Theatre method of teaching the elements of

<sup>\*</sup>Since going to Press we have heard that Mr. Elton passed away in June after a very short illness. He will be greatly missed by all workers in the New Education movement, of which he was such a keen and valuable member.

speech, action and production, which met

with warm appreciation.

Dr. Del Manzo, of the International Institute of Teachers' College, New York, interested the Conference greatly by an account of the general conditions of education in the U.S.A. and especially of the kind of work done to help towards international understanding every year in his department, by mere contact and intermixing of future teachers, without the need of any special conscious propaganda.

Dr. O'Brien Harris lectured on the Howard Plan, an attempt to provide a step towards freedom in a secondary school within the restrictions imposed by the curriculum and examination requirements. The three essentials of the plan were individual time-tables with individual record-cards, division of the work into stages fewer in number than the time divisions, and the vertical organisation of

the school into houses.

Mr. Salter Davies, Director of Education for Kent, gave a very human description of the spread of the free library movement, especially its latest development of travelling vans which visit remote villages and are met by eager and surging mobs. He divided books into two classes: "Good literature, which we are proud to be seen reading, and the other books, which we read

stealthily," and stoutly defended the place of the latter as an ingredient in the variety of a quite respectable person's existence.

Mr. J. C. Stobart, Director of Education B.B.C., described some of the history and problems of educational broadcasting. He said that as a proud disciple of Mr. Edmond Holmes he had long repeated his belief that there was far too much lecturing and too little doing in elementary schools; this had greatly altered in the last generation, but there would always be a place for the rare inspired lecturer who, two or three times in one's life-time was able to strike a spark of new vision, and there was only one way in which the schools could benefit by this rarely-occurring type of talent—by the use of broadcasting.

Miss Alice Woods read an account of Antioch College, Ohio, which was doing some interesting experimental work. In a six years' course the students spent half the time in study and half in practical wage-earning work. They worked in pairs so that while one was studying the other was working under real life con-

ditions.

Miss Ludford's account of the method of using poetic expression as a foundation for reading was followed with much interest by the Conference.

# International Bureau of Education, Geneva

Ut per Juvenes Ascendat Mundus

Our Commission for Propaganda has decided to make a special effort to recruit new members, both corporate and individual: it will be grateful for any useful suggestions on this matter of vital importance if the I.B.E. is to live. In particular do we desire to find, as rapidly as may be, one hundred life-members (single payment of 610)

members (single payment of £10).

Among the guests, belonging to 14 different countries, who have visited us since our January report, France was particularly brilliantly represented, notably by Professor Langevin of the Collège de France, M. Paul Desjardins of "l'Union pour la Vérité," Mme. Marguerite Reynier of La Nouvelle Education, and Dr. Germaine Montreuil-Straus, the well-known Social Hygiene propagandist. In honour of the latter, we had the pleasure of inviting some of the leading women of Geneva to meet her.

Two lectures, both greatly appreciated, were given in January under the auspices of our Bureau: Dr. Prescott, of Harvard, exposed the first results of the research work he is carrying on concerning the International mind shown in the schools of various European countries. The account he gave us dealt chiefly with England. Our Bureau is assisting Dr. Prescott by sending out a test, very ingeniously devised, to throw light upon the mental attitude of the older school children towards certain international questions. Dr. W. Paulsen, formerly Director of all the schools of Berlin, gave us a masterly account of the Present state of Education in Germany.

Our Executive Committee decided that the General Assembly shall be convened after the National Committees have been consulted about suitability of the

proposed date, 21st and 22nd of September, and about the subjects they would like to see figuring on the agenda. Mr. F. J. Gould has kindly consented to introduce a subject that is much in our thoughts:

The duties of an International Bureau of Moral Education

Those of our members who have not received the brochures resuming two of our enquiries, Correspondances interscolaires, 2e édit, by P. Bovet, and Donnons aux jeunes le goût de la vie rurale, by M. Butts, and who desire to do so, are asked kindly to write to us. We have also for distribution a few

copies of a recent brochure by F. J. Gould: The Presentation of History to Youth.

We have been asked to undertake extensive enquiries relating to the training of teachers of Physical Culture in Europe, and have made a full

report on the subject.

We have constituted the jury for Switzerland of the American School Citizenship League Contest for 1927. Subject for Normal Schools and Teachers' Colleges: "The teacher as an Agent of International Goodwill"; for High Schools: "How the Youth of the World can promote International Goodwill."

# Difficult and Delinquent Children

#### Lectures by Dr. H. Crichton-Miller

The keenest interest has been evinced in the series of lectures on "Difficult and Delinquent Children" which Dr. H. Crichton-Miller, M.A., is delivering under the auspices of the Tavistock Clinic in the Hall of the British Medical Association. The lecturer has chosen a delightfully human and personal way of bringing home some very fundamental truths to his hearers. The cases he describes with such sympathy and insight are all given (under assumed names of course) as a result of personal contact with the human beings concerned. They form a fascinating story told with a wit and a wisdom so cleverly intermingled that his hearers can readily grasp the vital issues with which he deals.

#### Environment

It is useless, declares Dr. Crichton-Miller, to think of the child apart from his environment. If we are to understand the child, we have to study not only his temperament, the particular idiosyncrasics with which he is born, but also his reaction to his environment. A father who is abnormally tall may form an excellent environment for three of his children, but he may unwittingly crush the soul of Where one child will succeed in reacting normally to unfavourable factors of environment, another will fail. The child reared in isolation, or oppressed by the struggle for existence, or by the presence of invalidism, or brought up in the lap of luxury to look forward to an effortless existence, or saddened by the constant example of failure in the family, or over-burdened by an excessive adult expectation of success, or exposed to frequent ridicule, or bereft of scope for adventure or opportunities for creation, has an environment to which we cannot reasonably expect him to make a satisfactory response.

Some Difficult Cases

Mrs. Bardi, the dominating mother, partial, rigid, unimaginative, never wrong, unable to visualise a child's humiliation and disappointment, who insisted to her four daughters on the hideous character of marriage and parenthood, need not have been surprised when they failed to make a success of life, when the daughter with a strong power urge passed through insanity to excess of various kinds, while the sensitive little introvert was crushed in the unequal contest.

Annie Martin, who lived under the shadow of the knowledge that her mother wished she had been a boy, quite naturally took her revenge by becoming a

thorn in that mother's flesh, by being insubordinate, a thief and a liar.

Robert Shaw, the boy with missionary parents, who left him to go to China, found compensation for his sense of injustice and resentment at being defrauded of the parental care, by stealing cameras. He was working out a myth, trying to get back from life some of his own.

Phyllis Fitch, who knew that her mother hated her, found the solution of the power urge she had inherited, by stealing. Creative and artistic, she enjoyed planning ingenious thefts. When the mechanism of crime is on the unconscious plane, crushing defeats lead nowhere, but contribute to a vicious circle. She was determined that she would count, and as a thief she could not be ignored. For the same reason Gladys Cohen developed a chronic constipation that kept her the centre of interest in an unsympathetic family circle and made her a dominant nuisance.

Sex

The problem of infantile sexuality is one which has to be considered in connection with cases of difficult and delinquent children. There is nothing in which the adult is more anxious to keep back the young from achieving maturity than in sex; it is a case of personal anxiety that there are not enough mates to go round. The adult should not attempt to correct infantile sexuality by creating a vacuum; he should not try to debar the child from finding gratification, but should encourage it to seek gratification elsewhere. A great many of the sexual troubles with which school masters and school mistresses have to deal are so natural, so simple, when we come to investigate them, yet we find little boys and girls being expelled with stigmas attached to them; this is the back-wash of our own misguided attitude towards sex, of our own distrust of our own capacity to handle our own sex impulses in a progressive way. We have to cudgel our memories and to sympathise with the child, not take what might be called the "venereal disease" attitude to sex, not concentrate on the defenceless child the mighty struggle which the adult has to wage for the principle of monogamy, not confuse the physiological sex processes with all the failure that adults have introduced into their handling of it. We should tell the child that sexual gratification has a place in our lives and a value in the scheme of things, encourage him to develop control because of an ideal, not because of a taboo.

# A Visit to the Children's University, New York City

In the New Era a year ago Mrs. Ensor gave a very full account of a six weeks' educational visit, paid by her, to the U.S.A. in the early part of 1926. She has left little to be added by one who spent only ten days at Easter, on a similar visit to New York. What impressed this visitor most of all was the tremendous interest taken by the parents in all that concerns the child. We, of the Rennie Commission (the name given in New York to the party of English teachers who went there at Easter in order to make a first hand inspection of "The Children's University "-the home of "The Dalton Plan"), had a wonderful opportunity of experiencing what parents will do in the interests of education, for the parents of the children attending Miss Parkhurst's School provided us with hospitality and entertainment on a scale that took our breath away.

In America there are hundreds of Parents' Associations. In New York alone the number runs into three figures. Most of those Associations are affiliated to the United Parents' Association of Greater New York Schools. This federation has a membership of 40,000 and publishes a weekly pamphlet called The School Parent. It also publishes The U.P.A. School Catechism. Out of a list of 29 ques-

tions I give two examples-

Q. What is the U.P.A.?

A. It is a Federation of Parents' Associations, Mothers' Clubs, and similar groups organized in the public and private schools of Greater New York.

Q. What does the U.P.A. do?

A. It co-ordinates home and school. It provides an agency for city-wide co-operation of Parents' Associations. It aids its member associations with programs, projects, speakers and publicity. It co-operates with the Board of Education and with civic organizations in all matters having to do with the welfare of school and child. It provides a convenient medium for the dissemination of information to parents about educational progress, progressive teaching and child welfare. Through group gatherings and city-wide audience it affords an opportunity to mould public opinion on important social and civic questions.

The Child Study Association of America publishes a monthly bulletin, *Child Study*. It is essentially a parents' magazine, as may be gathered by the titles given in the "Contents" for the March number of

this year.

1. Concerning Parental Attitudes. Dr. Glueck.

2. Parental Education in Review.

3. Theory and Practice in the Parent—Child relationship.

4. Child Study Activities—
Parents and the Nursery School. Conferences on Parenthood. The effect of glands on the emotions.

5. Reviews of Educational Books.

6. Suggested reading in recent magazines, e.g., Play problems of girls; The development of the child's eating habit, etc.

Most of us had heard a great deal of the experimental schools of America. We wondered if it would be possible to visit some of them, even if our object in visiting New York was "to make a first hand inspection of the home of the Dalton Plan." Our doubts were set at rest on our arrival at New York, when Miss Parkhurst presented us with our ten days' programme. Besides visiting her school, she had generously arranged visits to "The Lincoln School," "Horace Mann School," "City and Country School," "Walden School," "Manhattan Trade School," "Washington Irving High School," "Greenwich House Settlement," "Heckscher Foundation," several "Public Schools," "Nursery Schools," "The American Museum of Natural History," "The New Gallery," and "The Tonying Galleries." The programme included three lectures by Miss Parkhurst, one by Dr. Dewey, two by psychologists—also round table talks and discussions.

When we were not visiting schools or attending lectures or conferences we were being entertained by parents to luncheons, teas, dinners, receptions. One evening we were taken in cars to see the illuminations in Broadway and Fifth Avenue. An afternoon was spent in viewing Manhattan Skyscrapers, Brooklyn Bridge, etc. A whole day was taken up by a visit to Newhaven and Yale University. Another was given to a motor trip along the Hudson river, midst beautiful scenery, to Bear Mountain and West Point (the Sandhurst of America), ending with a visit to Mrs. Morgan Hamilton, whose estate is considered the finest in America. (Three of her grandsons attend Miss Parkhurst's School.)

We were taken to concerts, theatres, and other entertainments, including the circus in Madison Square Garden, the Paramount Picture Theatre, the Neighbourhood Playhouse. Every minute of our time was filled.

As long as we live, we shall remember with the greatest pleasure the whole-hearted, friendly welcome and lavish entertainment given us by Miss Parkhurst and by those generous parents just because we were visitors to the children's school.

And to Miss Belle Rennie, who introduced the Dalton Plan to this country, and by whom this visit was arranged, we shall ever be indebted. M. A.

The Dominie Moves his school in September to new premises in Suffolk, the present building being no longer large enough to cope with the increased number of pupils. Further information from A. S. Neill, M.A., Summerbill, Leiston, Suffolk.

Mr. Bertrand Russell, the well-known writer and lecturer, has now opened a co-educational school in Kent.

# Book Reviews

Books for Young Readers. The Child Study Association, 509, West 121 Street, New York. 35 cents. A selected list of books for boys and girls from 7 to 12, prepared for the Child Study Association by Elsa H. Naumburg with foreword by Prof. E. R. Groves. A similar list of books for the pre-school

Psychologies of 1925. Edit. by C. Murchison, Clark University, Worcester, Mass.

child has also been issued by the Association.

During the year 1925 a series of lectures on psychological theory was delivered at Clark University, Worcester, Mass., by the leading exponents of the prevalent theories. This book is the outcome of the series and presents, as the editor remarks, "a genuine cross section of contemporary theoretical psychology." Behaviourism, Dynamic Psychology, Gestalt, Purposive Psychology, Reaction Psychology, and Structuralism are all considered, and the final result is a very readable and a very stimulating book. Both layman and psychologist should profit by reading the views here put forward.

The leading exponents are Watson, Woodworth, Köhler, Prince, McDougall, Dunlap, and Bentley. Their expositions are, on the whole, simple and straightforward, and there can be no doubt that the process of classifying the distinctions between one school and another is here admirably effected. What differences there are, and there are some very small

ones, are clearly shown.

A series of photographs of the lecturers completes a truly fascinating book.

The Abilities of Man. C. Spearman, Ph.D. Mac-millan, 16s.

This book is the second of a series of three. The first was published in 1923 under the title of "The Nature of Intelligence" and the Principles of

Cognition." The third is yet to come.

In the present volume Prof. Spearman discusses a person's ability to cognise, and as in the previous volume he first sets out his examination of the word "intelligence." One is given a very good summary of the views of the leading psychologists, on this thorny subject and of the pros and cons for the acceptance of any one of their definitions. Hopeless? one may query. Not quite. The final outcome of it all is an eclectic doctrine drawn from the monarchic, oligarchic and anarchic doctrines so far put forward. The word "intelligence" is dismissed in favour of G.

The rest of the book is then taken up with, as the author heads it, "The Fundamental Facts." There are interesting chapters on special abilities, goodness and speed of response, span, attention, retentivity, perseveration, and fatigue. Years of research work substantiate the author's contentions so that, whether agreeing or not with his final conclusions, one certainly lays down the book with the conviction that a cursory dismissal would be not only unfair but radically unjust. The author and his collaborators have tackled their difficult task with sincerity and enthusiasm. They may be wrong but at least they have tried their best.

But now for the main conclusions. First of all is the theory that every ability is a combination of two divided into two independent parts which possess the following momentous properties. The one part has been called the 'general factor' and denoted by the letter G; it is so named because, although varying freely from individual to individual, it remains the same for any one individual in respect of all the correlated abilities. The second part has been called the 'specific factor' and denoted by the letter S. It not only varies from individual to individual, but even for any one individual from each ability to another." The whole theory is really founded on the mathematical theorem involving tetrad differences. The other important conclusion is that there is a general mental energy working through particular engines. The former explains G whilst the latter explains S.

Such then are the main points of this very interesting book. It would behave all mental testers and even school teachers to pause for a moment in their strenuous labours and read, mark, learn and inwardly digest the views here put forward. The mathematics may be a trifle too complicated and the style not too lucid but these difficulties may be overcome by judicious selection and careful reading. In any case, the trouble is well worth the ultimate gain.

The Foundations of Education, Yol. II.: The Practice of Education. By Professor J. J. Findlay. 10s. 6d. net. University of London Press.

This notable survey of the business of the school from within is the work of an "old-timer," as its author somewhere describes himself. Here are none of those statistics and formulae in which the experts of a generation later than his are wont to express themselves. But by way of compensation there is a varied background of personal experience in the schools and a keen sense of the actualities of child life in its successive stages, such as the exigencies of specialised study have denied to most of these experts. The approach to the central theme of Method is made in a wide ranging section in which are considered curriculum, corporate life and child: all good, but the chapters on the social aspects of education (especially the one on co-education) outstanding. Then follows the discussion of Method: not Method in the narrow sense once given to the word—that is dealt with in the final chapter on teaching procedure -but method implying the whole conduct of education, the bringing together of child and curriculum in the life of the school community. This is treated with wide knowledge and ripe wisdom in a series of chapters on pre-school education, the primary school, the further education of the masses, and the secondary school. By way of preface to this section Professor Findlay gives a well-documented analysis of "the general trend of reform." The atmosphere of this chapter, and indeed of the whole book, may possibly be found a little chilly by new educators; and those of them who know the fine work done over long years by Professor Findlay as a zealous expo-

nent and advocate of all sorts of new ideas and practices may be rather disappointed to find him less "new" than they expected. Is it unkind to find the explanation in the fact, which his wonderful freshness and vigour is apt to conceal, that he is an "old-timer," whose own outlook was fashioned by the idealists of a generation ago, whose ideals are no longer ours? Dewey and Tagore, to whom he gives the place of honour as expressing "the deepest longings of our age both for the individual and the race," are assuredly not leaders of to-day. We are out on a quest different from theirs. Apart from that, the detachment of mind that characterises the discussions finds obvious explanation in the purpose of the book. Professor Findlay is not writing as a propagandist but as an educational philosopher, anxious to do justice to all sides, to the actual practice and traditions of the schools as much as to the experiments and aspirations of their critics and reformers. And that is what makes the book so well worthy of study by all educators, whether old or new. WILLIAM BOYD.

The Mental and Physical Welfare of the Child. C. W. Kimmins, M.A., D.Sc. 256 pp. Partridge, Home and School Library. 6s. net.

This is no exception to the excellent standard of the books in this series. Dr. Kimmins writes an introduction on the general question of childwelfare and the remaining nine chapters are contributed by experts in the various branches of

physical and mental hygiene.

Sir Bruce-Porter contributes a section on the "Health of the Child in the Formation of Character," so excellent as to preclude quotation, and the succeeding chapters deal with mental hygiene, health of the pre-school child, the care of the eyes, light and health, local authorities, health of school boy and school girl, and last, but not least, a chapter on the training of teachers in health

subjects.

One is conscious of enormous difficulties in the way of an adequate review. Where all is so good, it is difficult to select, but perhaps points can be emphasised which are not usually found in works of this kind. For instance, Dr. Arnold Gesell deals with the social significance of pre-school childhood, a fact not sufficiently grasped in educational administration. Far too many children are outside the scope of Welfare Centres and Nursery Schools. Until we admit that education starts at birth, and legislate accordingly, we shall not accomplish all that we might, during the all too short period of school life.

The pre-school period is the most precarious, the most fundamental and the most formative in the whole of life. If compulsion is inadvisable, we should strain our powers to the utmost to devise some means of persuasiveness in reaching parents and convincing them of the potency of home-life and care. Otherwise a large proportion of after-educational effort is wasted.

The mental and physical welfare of the child is a field rich in research and the emphasis of prevention rather than cure is abundantly in evidence. The development of a health conscience rests largely with the teacher and therefore he must be trained in the practice of hygiene and should have an elementary knowledge of physiology. Most colleges allow for this in their curriculum and also arrange for students to visit local clinics, attend medical inspections, etc. In addition to this it is desirable that teachers should acquaint themselves with the various movements calculated to promote physical welfare of the young, such as the National Playing Fields Association, Boy Scouts, Girl Guides, Campcraft, and the like.

craft, and the like.

The section on "Light and Health," in view of the modern development of light treatment of various disorders, is most opportune and demonstrates the influence of light and heat on physical and mental

health.

To all who desire in our children "a sound mind in a healthy body," this book will be a welcome addition to their bookshelves. J. E. T. S.

The Song of the Tables. By K. W. Fleming-Williams. Price 1s. 6d. (plus postage) from the New Era Office.

A most interesting and novel departure in the correlation of music with academic subjects is in course of publication. It is called "The Song of the Tables," by K. W. Fleming-Williams, and is no less than multiplication tables set to music so fascinating that the tedium of learning those most necessary but appallingly monotonous series of numbers becomes almost a joy. The scheme, roughly speaking, is that the even numbers go to a happy lilting rhythm, and the odd numbers to a minor melody with a syncopated rhythm. It has been tried out successfully, and so many demands have been received for copies that it has been deemed advisable to place it within reach of a larger public.

The Lord's Prayer. Set to music by K. W. FLEMING-WILLIAMS. Price 6d. from New Era Office.

Know you what it is to be a child? It is to be something very different from the man of to-day. It is to have a spirit yet streaming from the waters of Baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches, and mice into horses, lowness into loftiness and nothing into everything, for each child has its fairy Godmother in its own Soul; it is to live in a nutshell and to count yourself the king of Infinite Space.—

Francis Thompson.

#### Resolution Passed by a Group of Friends (Quakers) and Others at Locarno

"The group meeting of Quakers and others held on August 8th desires to convey to the Executive Committee of the Locarno Conference some of its thoughts

and feelings.

"Whatever may be the urgent individual duty of each one of us in view of the menace of the present world outlook, as workers for peace, we rejoice in the work and principles of the New Education Fellowship and have noted with thankfulness the increasing reference throughout the Conference to the importance to world peace of the education of the child. We recognise this Fellowship as one of the great movements, perhaps the greatest, that will bring about peace not only between, but within, nations.

"The child, freed from the complex of fear, will have no need of battleships and poison gases. We believe that the liberated child will use his creative faculties not for destruction, but for constructing a new civilisation, founded on and

inspired by Love."

Photo by Steinemann (Locarno).

Reading left to right along row marked with arrow.

# HHENEW ERA

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#### CONTENTS

Outlook Tower. Beatrice Ensor.

Freedom.

Psychological Freedom.

Freedom Through Co-Education. Freedom Through Creative Art.

Freedom Through Environment.

Freedom Through International Understanding. Freedom Through Method.

Group Reports.

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#### THE OUTLOOK TOWER

#### Calais

Born in Calais in 1921 the New Education Fellowship has reached its seventh year and now enters on its second period of growth—a strong and vital child. It came into being because a few people felt that the time had come to draw together the isolated educational pioneers of the world and to link them together in international fellowship. Faith in human nature was the keynote of the founders, faith in the spiritual powers latent within every child, which, if released, could create a new world wherein each would find his happiness.

#### Montreux-Heidelberg

In 1923 the Fellowship Conference was held at Montreux, where three hundred teachers from twenty-five countries participated and discussed how the liberation of the creative faculty could be achieved and guided to constructive service.

In 1925 our members met again at Heidelberg with an increased attendance, four hundred and fifty representatives of

twenty-nine countries.

During these years the New Education movement has steadily grown all over the world. The battle has waged on all sides between the old spirit of rule by force, of competition, of fear—engendering hate and war—and the new spirit of co-operation, unity, psychological freedom, engendering love and a brotherhood of nations. It was therefore fitting to choose Locarno, so filled with the world's thought of peace, for the fourth Conference, for it is only through world-wide education of the true kind that the famous Locarno pact can become a reality.

#### Locarno

So 1,200 pilgrims from 42 countries took "the golden road" and spent fourteen days of fellowship at Locarno. The educational authorities of the Tessin

welcomed us warmly and gave us the Scuola Normale for our headquarters, and the use of its dormitories for the accommodation of some of our members. The Schweizer Verband Volksdienst of Zurich not only provided excellent economical meals for the Scuola residents, but they gave themselves also and made

the school a real home.

Signor G. Battista Rusca, the sympathetic Mayor of Locarno, and the town authorities, showered hospitality on the delegates. In addition to granting every possible facility they entertained the whole conference in the beautiful Maggiore Valley, illuminated the town, provided town concerts, and every evening an orchestra—and gave us a very warm invitation to return another year.

Dr. A. Ferrari, Principal of the Scuola Normale, and his able assistant, Signorina A. Blank, shouldered much of the preliminary local organisation and rendered

valuable service throughout.

Our thanks are also due to Signor Pistoni, the proprietor of the Kursaal, who lent his Theatre and Kursaal to the Conference. We have all carried away delightful memories of our meeting place and its host. We remember, too, with gratitude Herr Ed. Müller, of the Verkehrsbureau, for whom no trouble was too much.

Our confrères, the Tessin teachers, added their quota. The Unione Magistrale Ticinese entertained us one evening with a play, "L'Histoire d'un Pierrot," and some charming Tessin costume songs.

As is our usual practice, each public lecture was preceded by music, which was provided by Herr and Frau Schempp and others, and was much appreciated.

Last, but not least, the Conference was presided over by Professor Pierre Bovet. The members showed their deep appreciation of his services at the closing meeting; genial and serene, master of languages, the friend of all (and a

chairman who did not make speeches!) what greater good fortune could our conference have?

In tendering thanks to the few we hold in our minds gratitude to the many other helpers; those always at hand to render aid in an emergency, to act as doorkeepers, to collect money, to sell summaries, to find the man who should be working the lantern slides!—all humble little jobs for which often no thanks were given—and yet revealing the presence of a spirit which when "blown to flame would dim the stars."

Perhaps one of the chief impressions of the Conference was the intense vitality that flowed through all the meetings. In spite of the different nationalities, the diverse points of view, harmony and enthusiasm increased daily—even though, because of the Conference's unprecedented growth (we had expected 600 and received 1,200), parts of the machinery were not as efficient as could be wished.

An interesting aspect of the Conference was its national psychology, each national group showing forth its special characteristics very clearly. The English-speaking group included people from far distant parts of the Empire and many citizens of the U.S.A., and was therefore the largest, but the German-speaking contingent was the most prominent owing to its vitality, enthusiasm and musical ability. Its members were indefatigable, getting up at dawn to discuss the philosophy of education. The Latin races were thinly represented, and it was a great disappointment that political difficulties prevented many Italians from The French-speaking participating. group was composed of members from many parts of the globe.

Fellowship was the keynote, the fellowship of the spirit that has always characterised our conferences. In brilliant sunshine the beautiful Tessin was explored with a gay camaraderie and "joie de vivre" that did more, maybe, than all the lectures to weld people of such different temperaments into a fellowship which, we hope, will play no mean part in bringing a greater understanding between all nations.

Lectures and Groups

The general aspect of the theme of the Conference (The True Meaning of Freedom) was dealt with in the evening lectures by prominent educators, who spoke out of the richness of their own experience. In the mornings there was a wide range of Study Groups, from which each person could select. These Groups, which had purposely been planned somewhat elastically, expanded in every direction (and often spilled over!), until one day they numbered twenty-three! As most groups had a good attendance they were apparently fulfilling a need, but we felt that energies were somewhat dissipated, and we resolved to ensure a greater degree of concentration at the next Conference. Yet in dealing with the Group reports we realise that there was a real connection between the apparently widely

separated questions discussed.

It was remarked that there were no British speakers on the main programme. This was not because of any lack of pioneers in Great Britain, but because a balance of languages had to be kept, and, as one of the main objects of this Conference was to allow for an exchange of thought between Europe and the U.S.A., many American lecturers were invited. The U.S.A. and Europe have much to learn from each other, and it was most gratifying to find present such a galaxy of educational leaders from the States. Dr. Carson Ryan was the official representative of the Progressive Education Association, our sister organisation in America, with which we have so many close links. Dr. Harold Rugg gave a most valuable contribution, indicating something of the vast curriculum research which is now being undertaken in the States, and which is so much needed in Europe, where our curriculum is overloaded and not suited to modern needs. Europeans were particularly interested in hearing from Dr. Carleton Washburne, himself, of the work at Winnetka, now world-famous.

Language Difficulties

To avoid waste of time summaries had been prepared of each of the main lectures in the two official languages other than that of the speakers—thus no translations of lectures were given. Even so discussions and notices had to be translated into three languages, and in many ways the barrier of language was felt. To obviate this many of those present pledged themselves to learn Esperanto before the next Conference.

#### The Next Conference

The next Conference will be held in Denmark in 1929. Probably the main theme will be concerned with individual types of children and their differing needs, leading to curriculum research and suggestions for revision of the present examination systems. A special committee of experts was appointed to draw up a guidance sheet on these questions for the use of those who can undertake definite scientific observation in their schools, so that we may have a rich range of first-hand material upon which to base an intensive study of these problems at the Conference.

#### The Ideal

Valuable as was each section of the Conference, perhaps the outstanding feature was the unity of ideal. In this connection it is germane to quote a significant paragraph from Sir C. Jagadis Bose: "Many a nation has risen in the past and won the empire of the world. A few buried fragments are all that remain as memorials of the great dynasties that wielded the temporal There is, however, another element which finds its incarnation in matter, yet transcends its transmutation and apparent destruction; that is the burning flame born of thought which has been handed down through fleeting Not in matter, but in generations. thought, not in possessions, nor even in attainments, but in ideals, is to be found

the seed of immortality."

This might well stand for the Fellowship's motto. Locarno was a family re-union to which friends had gathered from far and near for the sake of an ideal. The power that poured through the collective unconsciousness of this gathering was a mighty flood sweeping all before it; doubts disappeared, difficulties vanished, everyone felt revivified and inspired to fresh effort. Now that the Conference is over this great torrent of power need not go to waste if we, as members of the Fellowship, will but practise our belief in the power of thought, and, by daily realisation of the reality of this stream of power, retain its life and energy. By thus preserving its existence we can divert its course to our individual needs and use it to irrigate the field of our own endeavour, and so provide fertile conditions for the growth of "free personalities"—which is the basic aim of the New Education.

# Reorganisation of the Fellowship Sections

With the growth of the Fellowship comes the need for a more organised movement, and therefore the International Council considered the conditions for the formation of Sections of the Fellowship. These are printed on page 180; while giving complete autonomy, we aim at safe-guarding the movement from any political or sectarian bias. New Sections are being formed in Germany, Switzerland, Poland and South America (Argentine).

Magazines

The question of the affiliation of magazines to the Fellowship was also discussed, and it was decided that before any magazine could be fully affiliated it should be affiliated provisionally for a period of two years. The magazines that were thus provisionally accepted at the Locarno Council meetings are listed on Contents page. We give them all a hearty

welcome and hope that they will call upon us to assist them in any way we can.

International Lecturer

The London office will be the headquarters of the Fellowship and the central bureau. It is hoped that an international lecturer will be appointed (when finances allow), who will visit different countries and assist in promoting close links between the pioneers.

Research

It is also felt that the time has come in Europe to undertake more scientific research into the methods and results of the New Education. Much of value is being lost through lack of recording. Experimenters themselves are as a rule too engrossed in their work to keep statistics of their experiments. The Fellowship looks to the time when it can provide a trained research worker in this field.

Training of Teachers

Again the need for training teachers in the new ways of education is being felt increasingly. We shall work to establish a supplementary course for teachers with practice in the new schools.

All these plans need funds and we appeal to all our well-wishers to become full members of the Fellowship (£1/1/-per year, which includes The New Era and use of the Library), so that the Fellowship may be adequately supported by its subscriptions and enabled to carry on its work in a manner fitting to such world-needed work.

Greetings

At the same time as the Locarno Conference, the World Federation of Education Associations was holding its conference at Toronto. We sent them greetings and received from them a cable through Mr. Augustus Thomas, the President: "2,500 delegates return cordial greetings."

Visit to Dr. Decroly's School

On the way to Locarno I stopped at Brussels to lecture at the conference arranged by the Palais Mondial, and had the pleasure of staying at Dr. Decroly's school and seeing his admirable work. The other school, directed by Mlle. Hamaïde, Dr. Decroly's assistant, has moved recently to a new address: 45, Drève des Gendarmes, Uccle, Brussels—a spacious villa surrounded by a large garden. Here there is plenty of room to carry out the principles which Dr. Decroly describes in an article in this issue. An interesting fact is that it has been found that children of seven, eight and nine years are those most interested in the keeping of animals.

A school without textbooks! The children use the library and museums of the town and make their own individual books. Boys and girls are retained until the age of sixteen, when they can pass, without examination, into the higher secondary schools to complete their studies.

The work of the school centres on local points of interest and all revision and drill required are done through various games invented for the purpose. One feels this to be a living school where teachers, children and system are growing together.

#### The Palais Mondial, Brussels

I also had the pleasure of visiting that remarkable history museum, organised by M. Paul Otlet, which presents a synthetic view of the whole scheme of evolution. History teachers would do well to plan a definite project for their senior pupils of a week's visit to the Palais Mondial. They would gain more real understanding of history in that week than in years of study from books.

#### Spring Visit to U.S.A.

I hope to be able to visit the States again in the spring for two or three months, arriving towards the end of February.

## IMPRESSIONS OF THE SECOND LOCARNO CONFERENCE

#### Arthur Sweetser

(Member of the Executive Committee, International School, Geneva)

A second "Locarno Conference" has

just taken place.

In the same historic surroundings where Chamberlain, Briand, and Stresemann met to elaborate a new charter of world peace, some twelve hundred educational pioneers from forty-two different countries met in the fourth Conference of the New Education Fellowship to plan for a new charter of liberal, progressive education.

But how different the scene! Instead of stiff, formal diplomats with phalanxes of national secretaries all solemnly segregated from each other, professors and teachers filled the streets and hotels, mostly all young, as befitting a new movement, and with many women, as befitting the changing balance of the sexes. No longer did Locarno seem dangerous and portentous; on the contrary, it was free, animated, optimistic,

even gay.

Who shall say which type of conference wrought the better? The diplomats did a single and momentous thing in erecting a scaffolding of peace, but they would be the first to admit that that scaffolding would tumble in like a structure of jackstraws the moment the spirit on which it was built changed. The educationalists did nothing which at the time was sensational or momentous, but they took one more step in the long march which shall lead psychology away from war and into the paths of peace. Both are essential, but how unseeing it is that, when several hundred journalists flock from all over the world to dispatch thousands of words daily on the diplomatic meeting, hardly one comes to a meeting which surely goes more directly to the fundamental roots of life and civilization.

Fate has been unkind enough to the writer to send him to many international conferences, Peace Conference, League of Nations, International Chamber of Commerce, even the World Conference on Faith and Order, but not one of them appeared so free, eager, democratic, searching and intelligent as this New Education Conference at Locarno. An extreme statement, perhaps, but none the less carefully weighed.

The participants seemed to have a vision—something which, on the one hand, was altruistic, unselfish, infinitely bigger than themselves, and yet which, on the other, was attainable—attainable by a combination of scientific study and human sympathy. There was, consequently, not the sense of selfishness or combat which seems the invariable accompaniment of a diplomatic or commercial conference, nor the same degree of the unknown, the unprovable, even the unreal, which can stir such deep passions and prejudices in a religious conference.

No, Locarno was neither combative What the participants nor dogmatic. were after was, in effect, the freeing of the child by the inter-play of scientific method and human approach in order that he may make the fullest use of all his capacities for the greater good of himself and his community. beginning at the very bottom of human society, with the child and in the home, at the time when character is generally cast for life, and as the essential basis on which the Messrs. Chamberlain, Briand and Stresemann must later build. And to do it, some twelve hundred delegates came from forty-two nations, including 144 from the other side of the

Atlantic—and some of them, such as the Central Europeans, coming at great sacrifice, even sleeping in dormitories to

save expense.

A freer and more eager conference could hardly be imagined. Perhaps it was because the delegates were young, keen, inquiring, still filled with ideals and far indeed from over-sophistication or weariness; twenty years younger, it seemed, on an average, than the World Conference on Faith and Order group. Then, too, there were naturally very many women, which took away a little of the sombreness usually attaching to men's conferences, and yet at the same time added a sense of a far more natural and desirable division of the world's work between the sexes. Whether for these or other reasons, those present gave the impression of being free, open, accessible, never bigoted or stuck. One sensed progress.

Then, too, so many people had a chance of actually participating in the meetings. While the evening sessions were formal, the mornings and afternoons were given over to groups, sometimes twenty a day, meeting in class rooms, even under trees, with rapid exchanges of question and answer. Unusual indeed is such a degree of participation in an international conference, for, as a rule, half a dozen people, or at most a score, do all the work, while the rest echo, or sightsee. Not that, here, however; for everyone had come to get something and

very many to give.

This naturally created a free and friendly social atmosphere. People met and talked in groups on street corners or in hotel lobbies; exhibits of special work hung on the walls; the Bakule Czech Choir showed what genius can do in bringing out childhood; there was an evening of national dances; the Germans and others sang their folk songs; even the mysticism of the East was present when the great Indian botanist, Bose, claimed a unity of life through his discoveries that trees and plants have nervous organisms quite like ours. Yes,

all this makes for international sympathy and goodwill, for an appreciation of what is good in the other and for a mutual sharing of the races' better points.

But that is not enough without a programme—and this Conference had one, and a wide-flung one indeedspeakers urging that the vital age of education begins at three or four, and not far later, as most old-fashioned people think-or urging conscious efforts to bring out self-expression rather than mathematical response to the outsideor giving scientific reasons for understanding, instead of criticising or condemning, the difficulties of the child, just as we analyze, instead of punishing, the chemicals which explode in a laboratory-or urging that the programme be fitted to the child and not the child to the programme—that sex education be given, not formalistically and as a shock, but kindly and gradually, from the beginning of school to the end, in everready response to demand—that the parent MUST co-operate, both at home and in the school, and on an ordered basis, if any real education is to be attained—that the college entrance examinations are tyrannous in forcing the schools out of line to pile up credits instead of developing characters which shall be worth educating—and finally that teachers themselves must be free, had indeed better give up their first years of training to being psycho-analyzed instead of studying dull text-books, if they really wish to appreciate the motives and psychologies which stir in the pupils entrusted to them.

Oh, yes, a liberal, radical, far-seeing programme, which might quite well remake the coming generation from top to bottom and infinitely simplify the task of the diplomats who earlier had come to Locarno. And the conference was not spasmodic; it is part of an international movement—the New Education Fellowship—now seven years old, with international headquarters in London. The next biennial meeting will be in Den-

mark. But, like all good movements, it is seeking for funds, for a few thousand pounds to make it possible to collate and make universally available all the priceless but scattered educational data available in the New Schools, but now largely going to waste; to engage two or three lecturers and observers to secure and to distribute the latest information on pro-

gressive educational science; and to improve the three magazines now published in English, French and German.

If Messrs. Chamberlain, Briand and Stresemann, who made such a colossal effort for world peace, had just put in a codicil to devote each the cost of a tiny destroyer to this work . . . .

### DELEGATES TO THE LOCARNO CONFERENCE

COUNTRY.	NAME.	REPRESENTING.
		THE HEBENTING.
	Miss Hallsten-Kallia	League of Nations (Section of International Bureaux
	Enl Contrad Door	and International Co-operation).
AFRICA. Tunis	Frl. Gertrud Baer Mlle. M. A. Carroi	Women's International League for Peace and Freedom. Groupe français d'Education Nouvelle.
	(Prof. au Lycée de Tunis)	disape manyais a naucation Nouvelle.
S.W. Africa	Mr. H. H. G. Kreft	Director of Education for the Mandated Territory of
Liberia	The Hen D W Dame	S.W. Africa.
Liberia	The Hon. B. W. Payne (Secretary of Public	Department of Public Instruction, Republic of Liberia.
	Instruction)	
AMERICA (U.S.)	Miss Flora Cooke	Faculty of the Francis W. Parker School, Chicago.
	Dr. Carson Ryan, Jr	Progressive Education Association, Washington D.C.
	Miss L. V. Stott Mrs. M. Paine Stevens and	City and Country School, N.Y.
	Mrs. T. H. Edwards	Association of Private School Teachers of New York City
	31 G " D" -	and the East.
	Mrs. Cecile Pilpel Miss A. L. Forkner	Child Study Association, New York.
	Miss C. H. Fabens	State of Florida (Board of Public Instruction). Private Schools Association of Boston.
	Miss E. L. Trov	Young Women's Christian Association of Ohio.
	Mr. W. Rutherford	Representing 30,000 Californian teachers and Galt Joint
	Dr. Harold Rugg	Union High School, Galt, California.
	Dr. M. Del Manzo	Lincoln School of Teachers' College, New York. International Institute of Teachers' College, New York.
	Miss Goodlander	Ethical Culture School, New York.
	Dr. E. Crosby Kemp	Director of the Psychological Centre of the New York
	Miss M. Pohle	League for Mental Hygiene of Children. Evansville, Indiana.
AMERICA (SOUTH)	Dr. Adolphe Ferrière	Argentine Section of the New Education Fellowship.
	Miss L. Lacombe	Government of Brazil and Brazilian Association of
AUSTRALIA	Mr. S. H. Smith	Education.
	Miss E. Derham	Director of Education, Sydney, N. South Wales. Melbourne Federation of University Women.
AUSTRIA	President Otto Glöckel	)
	(Stadtschulrat)	
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	Frau Grafin F. zu Dohna	Deutsche Liga für Volkerbund und Deutsches Friedens-
	Frl. Lisa Rietz	kartell.
	Herr Könekamp	Bund Entschiedner Schulreformer (Germany). Bund Entschiedner Schulreformer (Spain).
	Herr J. Reiber	Hessischer Landes Lehrer Verein.
	Senator Krause and	
	Oberschulrat Götze Prof. Morgenthal	Hamburger Senat.
	rioi. Morgenthai	Deutsche Friedensgesellschaft.



Locarno—Muralto.



View from the Madonna del Sasso, Locarno.



Hof-Oberkirch, Kaltbrunn (St. Gall), Switzerland.



 ${\it Hof-Oberkirch.}$ 

View from Swimming Bath.

COUNTRY	ζ.		NAME.	REPRESENTING		
HOLLAND	•••	•••	Mrs.C.Philippi van Reesema Herr C. Bruyn	Stichting vor Kinderstudie (The Hague).		
HUNGARY	•••	* * *	Herr J. v. d. Meer Dr. H. C. Hamaker Mlle. E. J. van Notten Dr. Edmund Weszely Mme. Marthe Nemes	Vereeniging voor Meer Utigebried lager Onderwys. Nederlandsche Jeugdleiders Instituut, Amsterdam. Universitat Pécs. La Société Hongroise de Pedotechnic et de Psychologie Appliquée et Hungarian Section of the Women's International League		
				for Peace and Freedom.		
INDIA	* * *	•••	Mr. C. L. Wrenn, M.A Mr. K. Matthan Mr. B. T. Thaker	University of Dacca, Bengal. Department of Education, Mysore. Sharda Mandir (Temple of Learning, Ahmedabad).		
JAPAN			Mr. S. Kobayaski	Keio University, Tokyo.		
LETTLAND	• • •	• • •	Frau Birgel-Paegle and	Tattland Manahara' Association and Education Depart		
			Stadrat Aberberg	Lettland Teachers' Association and Education Department of Riga.		
PALESTINE	•••	• • •	Frau Rottenberg	Society of Friends of the New Education, Palestine (Eretz-Israel).		
POLAND	•••	• • •	Herr Mosché Gordon	"Tarbut" (an Association for Jewish Education and		
			Mlle. L. Holoman and Prof. L. Hersch	Culture). Ziednoczonie Szkel Zydowskich, Warsaw.		
			Herr Philipp Rudolph	Landesverband deutscher Lehrer und Lehrerinnen in		
			iioii i miipp itaaoipi	Poland.		
			M. le dr. Kielski	Le Ministère des Cultes et de l'Education Publique.		
			Mme. Zukiewicz Mlle. Grzegonewska	La Municipalité de la ville de Varsovie. L'Union des Instituteurs des Ecoles Primaires.		
			M. dr. Rowid			
			Mme. Michatowska	L'Association des Directeurs des Ecoles Sécondaires de 1'Etat.		
			Mme. Radlinska	L'Annuaire Pedagogique.		
			M. dr. Ziemnowicz	Le Comité Polonais du Bureau International d'Education. T.N.S.W.		
			Marian Wawlewski Mlle. L. Rudzka	Les Ecoles secondaires privées de la Pologne.		
PORTUGAL	•••	•••	M. Alvaros V. de Lemos	Liga da Accao Educativa, Lisbon, and the Revista		
			Dock Chidian con	"Educação Social." Minister of Public Instruction, University of Chuj.		
ROUMANIA	•••	• • •	Prof. Ghidionecu Miss G. Cruttwell	Scottish Section of New Education Fellowship.		
SPAIN	•••	•••	Mrs. S. Amor	Spanish Section of New Education Fellowship.		
SWEDEN		•••	Miss Edelstam	Swedish Section of the New Education Fellowship. Sig. Cattori, Director of Public Instruction, Tessin.		
SWITZERLA	ND	•••	Signor A. Galli Prof. Bovet	Société pedagogique de la S. Romande.		
			M. Kupper	Schweizerischer Lehrer-Verein.		
			Dr. R. Briner	Kanton Zurich.		
			Mlle. M. Butts	Bureau International d'Education. Schweizerischer Lehrerinnen Verein.		
			Frl. L. Wohnlich Dr. E. Werder	Schweizerischer Verband der Akademikerinnen.		
			Prof. A. Ferrari	Director of Scuola Normale, Locarno.		
			Prof. Valentini	Scuola Normale, Locarno. Director of Lugano Schools.		
			Prof. E. Peloni Herr Jucker	Stiftung Pro Juventute.		
			Dr. Kilchenmann	Lehrerverein der Stadt, Bern.		
			Herr Schafroth	Lehrerverein der Kanton, Bern.		
TURKEY	•••	•••	Six delegates announced by M. Fouad	Department of Public Instruction, Smyrna.		

Register of	Members	at the	Locarno	Conference,	1927
Register of	Members	at the	Localia	COMMITTER	

Germany 267 U.S.A. 162 England 129 Switzerland 122 Poland 63 Scotland 46 France 34 Austria 33 Hungary 22 Latvia 20 Sweden 17	Czecho-Slovakia Turkey Roumania Jugo-Slavia Belgium India Finland Ireland Italy	9       Brazil       3         8       Esthonia       3         7       Wales       3         7       West Indies       3         6       Bulgaria       2         6       Canada       2         4       China       2	Japan Lithuania 2 Liberia 1 Mexico 1 New Zealand 1 Norway 1 Peru 1 Portugal 1 Uruguay 6
	42 Countries	1,064 Members. 36 Lecturers and Organisers. 100 Local Day-Members.	approx.

1,200

# FREEDOM

## Conditioned and Unconditioned Freedom

Dr. Elisabeth Rotten

(Co-Editor of "Das Werdende Zeitalter")

THE desire for freedom is perhaps the strongest universally fundamental experience. Freedom is not bestowed upon us, nor can it be acquired once and for all. The winning of freedom is a life-long process; education is the means for its acquirement, self-education, which thus never ceases while man has life. This process gives us responsibilities towards our fellow-men; whether we are educators in the strict sense of the term or not, we desire to help in removing disturbing hindrances, in establishing freedom for growth and development, in making young people strong to overcome external obstacles through increasing inner freedom. We desire to teach them to recognise and accept limitations, to feel them as co-operating agencies—but we, as educators, must not introduce these limitations artificially. The original sin of the old education was that they believed they had to do this. Life itself creates the limitations, and in so far as it creates them out of itself they are of a positive character, even where they bring pain. We must never look upon them as standing in isolation, but rather consider that we are set the task of wakening and strengthening the inner forces which constantly widen the boundaries of our power. We need never feel concerned when we see the limitations disappear; as soon as one is gone, another will arise of its own accord. In this due interchange between freedom and limitation, in this winning of freedom within given limitations, lies the process that inspires our life, its urges and its powers.

It sets us tasks to perform ourselves: the removal of obstacles; the demand for limitations, not as fetters about our feet, laming and oppressing us, but rather as a means for testing us, awakening our inner powers, releasing spiritual forces. If we love freedom we must thirst after limitation.

The more deeply religious our life is that is, the more closely we are ourselves united to the Universal Life—the more fundamental will be this interchange between freedom and limitation, the more we shall find it possible to overcome these obstacles and to grow in mastering them; the more we shall find it possible in the conflict of limitations which life lays upon us, to select for the exercise of our powers those which at our actual stage of evolution we are capable of confronting, and to avoid those which would certainly break us into pieces, were we to resist them. What we are unable to overcome to-day may be mastered with ease to-morrow, when we have won a greater measure of inner freedom.

The securing of freedom for others is a moral act, a social duty, the touch-

stone of our humanity.

The winning of freedom for ourselves is a religious, a spiritual act, whereby we discover and ever orientate anew our relationship to the Eternal, to the Universal Life.

There is no civilised religion which does not offer means for this, which does not include this endeavour within its scope. Therefore our common search after the meaning of freedom in education is a religious search, and no sectarian difference can divide us.

The service for freedom lays upon us responsibilities towards the little child, to recognise his needs and to satisfy them, to adjust the relationship of the rising generation to their surroundings, to help them to find their place in the external ordering of things without becoming fixed in them, and to adjust their relationship to their contemporaries; to establish an order of society which gives to all the same right to freedom and

growth.

We must learn to distinguish more and more clearly between false freedom, which is mere license, power, egotism, and the true freedom which means rising to the highest pinnacle of active personality, "full-summed in all its powers," through the acceptance and mastery of limitations, through the thrusting out of

the subjective into an objective process of becoming and creating, in which process we are all, and wish all to be,

co-operating agents.

We have come together to take counsel how we may help to rid the world of domination, to make the child inwardly free, to find a way to the manifestation of the forces of freedom, brotherly love and the will to peace among mankind, so that we may return to our homes richer, stronger, more confident in this service for freedom in our daily work, our daily struggles, our daily limitations.

## The Relativity of Freedom

#### Beatrice Ensor

(Director of the New Education Fellowship; Co-Principal of Frensham Heights, Farnham, Surrey)

WE have not yet grasped the deep significance of Einstein's Law of Rela-Spiritual laws have always existed, but from time to time some great man has arisen to interpret them to mankind. It was thus with the Law of Gravity; it was not possible to see its full significance when Newton first gave it to the world, but every year it applied to wider fields of science. It is thus with the Law of Relativity. It takes a genius to make the obvious simple. Applied to morals this Law will revolutionise our ideas; Lord Haldane has already shown some of its applications. No one can fully grasp the totality of truth. can only grasp that part to which he has attuned his mechanism of consciousness to respond. To see the whole of truth will only be possible when man has conquered the totality of nature, when he has reached the end, the goal of evolu-Thus it is clear that freedom can only be relative, stage by stage, as man can evolve the mechanism of consciousness, the mastery of self. True freedom is only possible when we have understood the deep significance of the Law of Relativity, as applied to the soul, the conscience, the personality. We have in the world every type of human being, some who count for so little, some for so much. What we may term "the voltage" of the soul depends on the extent to which a human being has been able to conquer himself, to form a channel for the forces of the universe.

For the sake of convenience we may analyse freedom into the four following categories: Material, emotional, mental, spiritual.

(1) Material Freedom

We must recognise that there is such a thing as material, physical plane freedom, springing from the possession of money, good health, power. Its limitations are implied by poverty, ill-health, convention, family responsibilities, lack of opportunities.

(2) Emotional Freedom

As yet we are hardly conversant with the A.B.C. of emotional and mental We are all slaves to our emotions in some form or other; we are not free. We feel that we have a big emotional force within ourselves, but we are afraid, and we inhibit it. When we trust that force, that magnetic going out to all mankind, we can touch with our magnetism a human being, can make him feel that he can consult us, can confide in us, that for that moment he is the only person who matters, as did the Christ.

(3) Mental Freedom

Few people have been able to transcend the limitations of race, creed, sex, politics and social convention. Most of us are inhibited by our point of view, and we are not mentally free. Our thoughts are clouded by our emotions, and we often react to stimuli in the most unexpected manner, unconsciously betraying our prejudices.

(4) Spiritual Freedom

When we meet those great souls—and their number is so small—who are spiritually free, then we know that here are the true leaders, the men and women who count, who, known or unknown,

make history.

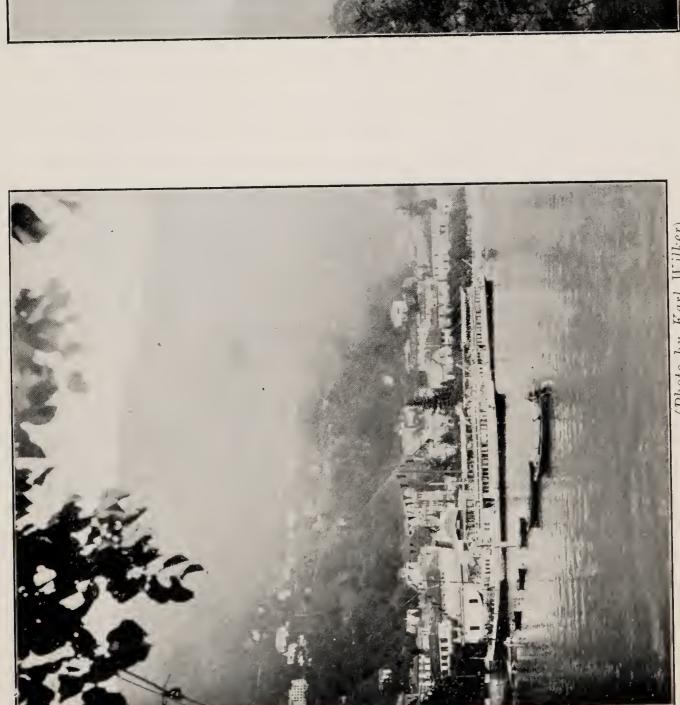
The tragedy of education is that there are very few teachers in our schools who are psychologically free. We cannot release if we ourselves are bound. Unless we are relatively free, we cannot translate freedom into our schools. One of the greatest problems of education is the psychological freeing of the teacher. We are afraid of the term analysis, but though I do not refer to any school of psychological thought, it must recognised that much has been done of late years to construct a science of the emotions, the effect of which may be as far reaching as the discovery of the Law of Gravity, when it has passed the remedial stage to the preventative, when we shall judge a teacher, not by his academic qualifications, but by his fitness to teach because he is a free individual. Teachers may some day realise that every few years they should go to an impersonal authority to see whether they are still free! One of the most important things is for each of us to ask, "How far am I inwardly free? How far am I fit to be a teacher?" It is often those who think that they are particularly free, that they do not need

analysis, who have in their unconscious many complexes. None of us know ourselves. Our friends do not know us; sometimes it takes our enemy to know us. Our strength we know, it is our weaknesses that we should desire to know.

Psychologically we realise it is not what we say that matters but what we The child imbibes unconsciously the whole time. A teacher who is overstrained, irritable, a teacher who has a power complex or a self-diffidence complex may be transferring his repressions and complexes all the time to the child. Very often a teacher who is too old—there are exceptions, but it is a very common thing-may be absorbing the life of the young people under his care. In all these ways a teacher is influencing a child more than by what he writes on the black-The difficulty in the New Schools is not with the child but with the The influence of suggestion must not be overlooked, even when a teacher believes he is allowing free selfexpression the teacher's personality will be reflected in the work of the children.

The child begins in the home. In Europe one of the big lessons we have to learn is that we must bring the parent into the question. It is of no use to have the right kind of freedom in the school, if there is license in the home or repression. We need to make a community of parents, teachers and children working together towards the same end.

Almost every child who comes to school at six or seven years of age is a problem child, has emotional entanglements. One can always tell the only child, the child who has been adopted, the child who comes from a home where the father has a power complex, or where there is disharmony between the parents, where there is an elder sister or brother who is always being praised while the other children are made to feel less clever. these children have special psychological difficulties which need to be brought into conscious life before it is possible for them to be relatively free. If parents and teachers co-operate many difficulties. will be cleared away.

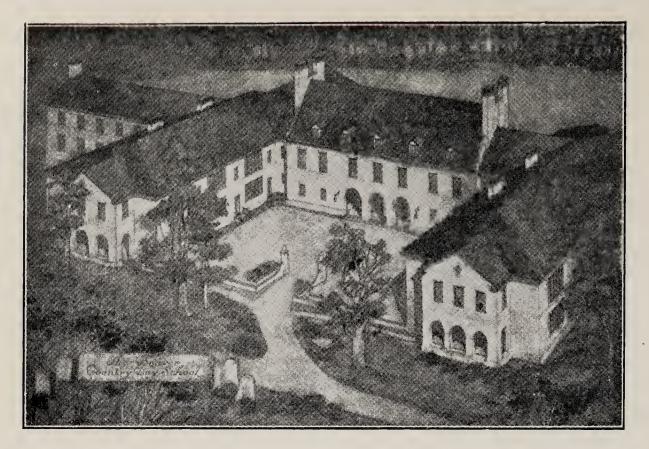


(Photo by Karl Wilker).

Boats leaving Locarno for Conference Excursion to Isola Bella, 9th August.

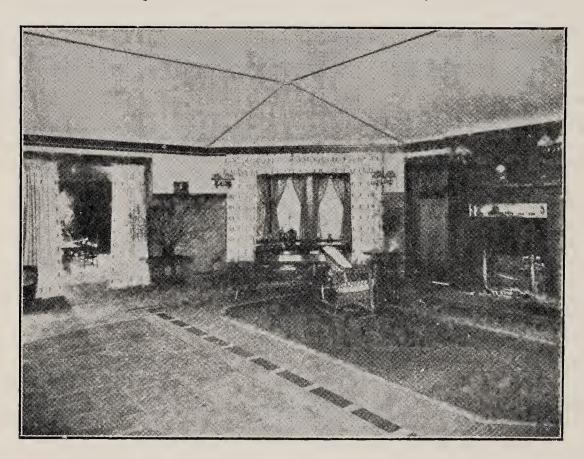


Madonna del Sasso.



Beaver Country School

 $Brookline,\ Massachusetts$ 



Junior Elementary School

Downers Grove, Illinois



Ethical Culture School

New York

The Law of Relativity has many further applications. We cannot get away from the social background. What is possible in Italy is not possible in England. What is possible in England is not possible in the U.S.A. In America freedom is far ahead of anything we have in Europe in some respects. There we have a new nation, less hampered by tradition. The mistake of thinking that everything that belongs to the past is bad must be avoided. What is best in the past must be put into a modern form for the new generation. Some people want to know just how much freedom they can give, how big a dose the child should have at five years of age, how big a dose at eighteen, and take no account of the differing factors, the country, type of child and so on. What we need to understand are the basic principles of freedom and to apply them to each individual need.

Self-government, which is now accepted in every progressive school, substitutes relative freedom for the older regime of autocracy and so prepares children for modern democracy. This newer discipline by banishing fear does more than anything else towards psychological freedom.

The Montessori, Decroly, Winnetka methods have helped to free the young child from domination by "chalk and talk," from passive receptivity, from too great a dependence on books. progressive teachers have grasped that the child must be free to move about, and that they must wait for the right psychological moment for approaching the child. In pioneer schools it has been realised that the great thing is to get the child to express itself, it does not matter so much at what age the child learns to read, write and do arithmetic, as it does that he should have something to express and be free to express it. When the child's interest is aroused and he desires to express himself, he will realise the necessity for form, and reading writing and arithmetic will be mastered. The life should come first, the form afterwards.

Some of the newer schools have gone to the other extreme and have failed to recognise the importance of form, and thus the children suffer at a later stage from lack of proper foundations for more advanced work.

The realisation that relative freedom is obtained by individualising school work has produced a multiplicity of material. There is a danger that this material when standardised may become as sterile as the text-book. It is a law of life that we get from a thing just as much as we give to it, and therefore many of the methods which, when applied by the originators, are so successful, become dead when merely adopted. Thus again it is important to study the principles of individualised work and evolve one's own method.

Far less freedom has as yet been achieved in Secondary Schools which are limited by examinations, hampered by specialisation and overburdened with home work. They have little time left for the things that matter, for the art of living, the art of social contacts. Would it not be better to teach how to study, to stimulate a desire for information, to foster initiative and to keep the interest of the child rather than kill it by a crushing burden of facts? Valuable as are academic qualifications, they are not for every type.

Freedom is not an end but a means, it cannot be given by one person to another, it consists of the release of power by a suitable environment and the right use of stimuli, the amount of force which can be released is relative, therefore freedom is relative, the force when released must be guided into constructive channels.

Protagonists of the New Education believe that through a changed attitude towards the child, through a realisation that the aim of education is the release of faculty and not the accumulation of facts, it is possible to achieve greater freedom. Full freedom will only come when we are werking with the cosmic laws of the Great Architect of the Universe, "Whose service is perfect freedom."

#### Freedom: End or Means?

#### Professor Pierre Bovet

(Director of the International Bureau of Education, Geneva, and President of the Locarno World Conference on New Education)

In the year of Pestalozzi's Centenary, it is fitting to recall that the subject of our Conference, "The True Meaning of Freedom in Education," was a preoccupation of the great mind whose memory we have invoked, whose greatness we have felt anew. A particularly striking testimony of his meditations on this subject has been preserved to us; in two columns he tabulates on the one side the incentives to freedom, on the other, the incentives to I suspect that we shall be obedience. calling up some that did not enter his mind. The problem before us is the same as before him: "Where is error? Where Freedom is a good thing; is truth? obedience is likewise a good thing." And our solution will doubtless be very near the one that he outlined in 1774.

At that time his considerations were influenced by the "Contrat Social" as much as by "Emile." To-day contemporary political doctrines and ideas necessarily affect our educational theories in like manner.

It seems to me advantageous to distinguish clearly two questions in our discussions:

(1) Concerning the aim in education.

(2) Concerning the methods, the means to be employed for attaining our aim.

The first question is one of philosophy and morals, the second one of applied psychology, that is to say of pedagogy in the narrow sense of the term, and of didactics.

The first is incapable of an objective solution. It is the old argument concerning individual values and social values, renewed from century to century, from social state to social state, under diverse forms; emancipation—authority, protestantism—catholicism, liberalism—socialism, anarchy—communism.

And if as our synthesis we took the words of Alexandre Vinet, "I desire man

to be master of himself that he may the better be the servant of all," "To give himself, a man must be master of himself," perhaps that would not prevent the emphasis from being laid now on the first, now on the second part of the formula. It would show at least that we do not consider freedom an unconditioned end.

But is it possible usefully to study the means, if agreement has not been reached concerning the aim? To me that seems neither absurd nor impossible.

The following thoughts are suggested by the spectacle of contemporary educational efforts, let us say efforts of "new education" in the wide sense of the term.

"New education" means for us the education which, starting from the child himself, looks upon him, not as a plastic clay to be moulded from without, but as a living creature that develops through activity, having within himself the

principle of his own activity.

(1) To know the laws of this development in order to take them into account is an indispensable condition of all educational action, and consequently the first task of every educator. But how can they ever be known unless the child has, first and foremost and on principle, all possible freedom? (I say "possible"; the limit is elastic, not non-existent, the freedom of each one having as its limit, according to the well-known formula, the freedom of others.) We cannot "psychologise" education, unless psychology first progresses; psychology cannot progress unless we prepare to make observations on the child in a condition of freedom. Experimental schools, experimental classes are indispensable; the more good ones any scholastic system possesses, the more rapidly it will progress. The freedom of the child is the first means of instruction for the educator.

(2) Even in the absence of this maximum freedom, the somewhat limited types of freedom which very many modern experiments have granted to the pupil, sometimes by chance, have shown themselves to be successful, above all fruitful: freedom to create even in a restricted area traditional programme drawing, componimento libero) freedom to draw up partially their own time-tables and to allot the time in a fixed programme (Dalton plan); freedom for the little ones to select from several educational exercises (Montessori); for the big ones to select from several departments of the programme (options); in another plan of collective life for the group and the class, freedom to take part in deliberations, resolutions, elections and sanctions. Freedom is the means of bringing out the diversity of talent, of initiating on the

one hand the teachers and the educational authorities into the knowledge of individual differences and the principles of the "non-standardised" school, on the other hand the children into the laws of the division of work and the duty

solidarity.

(3) The child develops through activity. This is equally true of his mind, his character and his body. His spontaneous activities, bringing him a natural satisfaction, accompanied by intrinsic interest, expressing themselves in play, have especial value for his development. It is freedom alone that allows play, method of education par excellence given by nature" (Claparède); freedom alone that allows the "hearty purposeful act" by which Kilpatrick defines "projects"; freedom—the way of functional educa-

# Freeing the Curriculum

Dr. Harold O. Rugg

(Educational Psychologist at the Lincoln School of Teachers' College, New York City)

In the story of Western civilisation the tale up to 1600 A.D. is one of a humanity that starved, shivered, pulled and pushed, laboured with its hands in the drudgery of menial labour unrelieved by material comfort.

Then came that marvellous 17th century, those sixty years of invention, of instruments, of measurement—Galileo, Newton, etc.,—which brought in its train the analytic method, and the age which rested all thought on the persistent recurrence of facts, the age that brought in mathematics and scientific calculation.

Out of that came the 18th century, the age of the formula; then the 19th century, with its applications-machinery, the steam engine, the age of technical development. And a terrible thing happened in America and in Europe. Man became interested in the material world, in a higher standard of living; he lost his power of concentration on art, on spirituality, he became an exploiter.

The age developed on intellectualistic philosophy through Charles Pearce, who taught William James. America produced the philosophy of practicality, of "Will it work?" And again, out of this, there grew in America the scientific movement in education, a most remarkable development of the method of analysis. Since 1900 that method has been devoted to the measurement of personality.

In the meantime, in America and in Europe, the adventure of beauty was strangled by the search for facts. Artists of greatest promise had their gifts shunted to invention. But in the 'nineties, alongside this strangulation, there came

a remarkable outbreak of art.

All this is important for curriculum makers.

Two things happened.

1. We have produced a method to discover the law of measurements.

2. We have lost the sense of the necessity of creation in the child.

These were the causes of the rise of rebels founding new schools; a rise which had its antecedents in 1875, when Col. Parker, after long residence in Europe, began his new work in Massachusetts. The movement took form in 1895.

Around Parker and Dewey there grew up the movement to break the tradition of regimentation in the schools. In spite of the movement the growth of American education along traditional lines was so fast and so widespread that to-day in New York City the minimum number for a class in the elementary schools is forty-five.

There has been established in America schooling for all, but it is a regimented, disciplined, mass production schooling.

Since the time of John Dewey there have been founded scores of schools whose principles are radically those of the New Education Fellowship.

#### Two Schools of Thought

There are two schools of thought:—

(1) Desires:

Intellect training.
Facts.
Conformity.
Acquiescence.
Knowledge for knowledge's sake.
Control.
Discipline, Science.

(2) Desires:

Development of emotional life.
Art, Initiative.
Freedom.
Activity.
Knowledge for use.
Reason.
Life Problems.

Education not for "I know" but "I experience."

The conflict began hundreds of years

ago; it is still raging.

Our problem is the reconciliation "of science and sanctity," of science and art,—the hardest the mind of man can tackle. We must know how to live with both science and art; we must live within the

science; we must learn the technique of art.

What we want and have to do is to reach a point where we can launch the child both on the adventure of beauty

and the effort of reason.

I have found in the free schools a great lack of respect for ideas; much hammer and saw work, much activity, much creativeness. Why the lack of emphasis on ideas?

#### The "Active Schools"

Dewey, James and Schiller, etc., lived in the "infidel half century," and they obtained from the struggle one idea—Growth. So Dewey said: "An Active School." He also said (but in small type): "You must have a planned growth toward a known goal." His followers read "Activity," but did not read the

small type about the goal.

I and others used a stop-watch on children in free schools to discover what they did. They did lots of things, but no one thing long enough to matter. Why has the free school group lost its respect for adult society? Children have to live or expect to live forty to fifty years as serious adults. Infancy is a time for preparation; certainly it is a time for life, too, but to regard the actual living (a few years compared with the many of adult life) as the be-all and end-all is absurd.

The aim of education is to obtain the maximum of growth with the minimum

of expense.

The child must learn to read and write, to add, etc.; he must learn how to live with society; he must learn how to live with himself, "how to loaf and invite his soul."

So the teacher must plan and prepare, have material ready, projects, excursions, all apparatus, if the maximum of growth is to be attained with a minimum expenditure of time and energy. There must be selection; if we depend upon the spontaneous interests of children where shall we be led?

The teacher must know what are the

big concepts a child must realise at the ages of six, seven, eight, etc. Another besetting sin of the free schools is that they have not this knowledge. There is a lack of plan—

(1) Within the grades; (2) Within the school.

No one teacher has a proprietary interest in the children in her class; that interest is shared by all the members

of the staff.

We in the free schools are all individualists; whether we can produce team work is doubtful. Whether we can produce schools good all through is doubtful. Whether we can reconcile the two schools of thought is also doubtful.

Reading

One of the fundamental tools in the Western world is ability to read. We are the slaves of print. Whatever our philosophy of reading, whatever the age at which we consider the teaching of it ought to begin, men and women in the Western world have produced knowledge of reading processes that will enormously simplify learning, and hundreds of thousands of people are ignorant of it. This is a tragedy. The development of the scientific knowledge of the reading processes during the last twenty-five years has been marvellous.

Men knew the secret of reading many years ago. Horace Mann said years ago: "We must teach reading for comprehension"; but to-day in thousands of schools you can see children still taught to read

mechanically.

Many so-called progressive schools and State schools are utterly ignorant of this

movement.

#### Scientific Method

There must be the same scientific method in the preparation of materials. We have to provide for—

- (1) Skills—reading, arithmetic, hand-writing, map location, etc.
- (2) An understanding of how people live together.
- (3) Creative art.

Quantitatively the skills are unimportant, and they should not take more than 20 % of the time. If it were a choice between the skills and the others the skills would have to be omitted. But there is no need for a choice, all can be done.

In (2) the modernists, realising that there are more concepts than can possibly be taught, select—and to select they go to the experts, the men whose lives are spent in a study of the great problems of life to-day. They choose their concepts and they work out concrete examples by which the ideas of these concepts are impressed upon the minds of children. They do not depend upon themselves; they dare not; the task is too great.

In creative art we may look soon for the same methods of scientific selection; in the 1890's there was a vast amount of research on the psychology of rhythm, and that is being taken up again.

Our job is to become students of education; at present we are students of child activities and interests, but that is not enough; we have adult life to consider—the life for which we are to prepare the child.

The Annual Conference of the Progressive Education Association (10, Jackson Place, Washington, D.C.) will be held in New York City on March 8th and 9th.

## Freedom by Individual Mastery

#### Dr. Carleton Washburne

(Superintendent of the Winnetka Schools, U.S.A.)

True freedom depends on one's at homeness in one's environment. one is at home in one's environment one is not truly free. The inner limitations are far more important than those imposed from the outside.

Those who have swung away from the old idea of imposing external limitations have swung so far that they forget that children have a right to the mastery of skills. They must be freed both intern-

ally and externally.

It is assumed by some extremists that a child's instincts are a safe guide. remember disputing this point with the leaders of the Hamburg Free Schools. We argued for hours on whether it was right to have an enforced curriculum, insist that children study certain specific subjects, acquire certain skills. used the analogy of seeds planted in the ground. A gardener plants sweet peas, let us say. These seeds cannot possibly grow into anything but sweet peas. All his concern is to see that they have ground and proper conditions to grow in. The plants will take the nourishment they need from the earth and the air and will reject what they do not need. This they said was also the function of the schoolmaster -not to force knowledge and skills on children, but to let them grow freely and draw what they need from their environ-It seems to me this might be sound if we could go back to a much more primitive environment. We are living in a highly organized and complicated society and we have no instincts, not sufficient inherited experience to know how to deal with it. A less poetic but more correct analogy seems to be that furnished by certain scientific experiments with rats.

Rats in a state of nature, left in the open, select their food wisely, but when the experimenters provided the captive rats with cake and candy and other

unhealthy foods as well as with the foods they ate when in the open, they chose unwisely and their teeth developed the same number of cavities as we find in the teeth of American school children. had no instincts to deal with artificial. complex, modern conditions. Similarly the rabbits you see lying dead along the road. They have marvellous instincts for outwitting foxes but not for the comparatively simple thing of avoiding an automobile moving in a straight

line at forty miles an hour.

Our children also lack the biological preparation for modern life. If we are going to prepare them for it, we must give them the knowledges and skills necessary for it. We must study the needs of the individual and of society. We must equip our children to go out and compete, as they will have to compete, with other men and women for a living. This is necessary but it is not enough. It is training but not educating. must train them also for differentiation, for progress. It is necessary to provide for variation in education or there can be no progress. Consider the polar bear, for instance. His ancestors were dark grev. They had cubs who varied slightly—were lighter in colour, were less easily distinguished, could more easily seize their prey. They survived and they in turn had some lighter cubs, until through the evolutionary process with which we are all familiar the present species we know was evolved. Each individual Schools have generally neglected this variation, they have educated for conformity. We must recognize differences in order to get new and better ways of living.

Most of us would agree on the importance of the skills and knowledges the child will need in life. The free schools are afraid of routine, however. Some of the traditional schools, on the other hand,

theoretically grant the desirability of free creative activity but feel there is no time They spend their time in a for it. clumsy, unscientific, time-wasting way in trying to give children these skills. traditional system is unscientific. puts time ahead of achievement. The solution lies in application of scientific method-organizing the curriculum on a scientific basis. We must study society and know just what subjects, what knowledges and skills the child must have, and also we must have diagnostic tests whereby we can find out the weakness of the individual child, where he needs help, and we must recruit our text-book material and put it in a form whereby the child can get it for himself.

The school that individualizes work by these three simple steps can cover the work done in the ordinary schools in about one half the time the ordinary schools take, and this includes home work. Such work is done by this system in the classroom, and in this way the time is cleared for the effective and important work that prepares the child for living. It is necessary to prepare the child for living in the world to-day, but it is not enough. Besides that you must prepare the child to offer a contribution to making the world a better place to live in. for this the free, creative and social activities of the child are important. Each child must learn a wide tolerance. He must learn to recognize and respect the contributions of others as well as to make his own contribution. mistake commonly made, however, in free schools to think that children can just be turned loose and told to "express themselves." First they must have something to express. The teacher must stimulate expression by organizing the material which gives them an outlet.

Projects

Let me illustrate. Recently in one of our third grades, where the children are about eight years old, the teacher read them Kipling's story of the Elephant's It caught their imagination-

they wanted to act it. They did it simply enough at first as play, then some began to want to have costumes. They discussed ways and means for days; they made things in the school shop, out of The work was probably crude but each child had an idea which he was free to express—each had a contribution Then they wanted scenery which they made in the same way. Finally it grew into a play which was given for the whole school-but quite Each child wrote and informally. learned his own part. In another grade the children had been studying the Middle Ages. They thought it would be fun to organize an Old English Market Day. They discussed it at length in class. What would it be like? What would Then they organized it as faithfully as they could. They had booths at which they sold things; they had jugglers and so on. The rest of the school was invited to come and buy Each child had a chance to express himself and to co-operate socially with other children.

Another group of third grade children had been reading about Switzerland. They thought it would be fun to make a Swiss village. Each child made a picture of the kind of Swiss house he would have and what he would put in it. They read about flower boxes and decided to decorate their houses in this way. They made the houses out of cardboard boxes. they decided it would not be Switzerland without mountains, so some of them brought sheets from home, old sheets which they draped over other boxes to represent the mountains. The part which showed the snow they left unpainted, but they painted other parts to indicate forests, clouds, and so on. They knew the typical little Swiss mountain village had a church, so they built this, and they made a market place and modelled clay vegetables and fruits. Someone knew that they had merry-go-rounds at the Swiss fairs, so a little merry-go-round was added. The thing grew and grew and presently almost all the classroom was a

Swiss village. Then they wanted to eat a Swiss lunch, and they brought to school the kinds of food they knew the Swiss ate -chocolate and milk and cheese. One of the mothers came and gave them a talk on her own trip to Switzerland and the beautiful things she had seen there. But this was not a project in the sense in which the word is sometimes understood. It was not to teach them geography. purpose of such projects never is to teach the knowledges and skills. Surely what they need to know in these lines can be taught them in far less time. We propose to teach them all the skills and knowledges they need in the quickest, best. most painless manner possible, and leave as much free time as possible in the curriculum for creative activity and social co-operation. It is for these we value the projects. The knowledges and the skills precede the projects, they are not acquired in the projects. These are to give them -every child among them-a chance for creative activity and co-operation with his fellows.

In the same way we edit a school paper. The paper is edited co-operatively; the lower grade schools send in their contributions, chosen by an elected editorial committee, to the Junior High School, who set it up and print it. Other Junior High School children execute the woodcuts to illustrate it. Still others deal with the business, and go out among the merchants and solicit advertising, for the magazine is self-supporting. This is not to give these children a lesson in composition or spelling or salesmanship as the case may be, but to give each the chance to do the thing he does best and thus help in a co-operative group project.

Also among the co-operative activities are those of the school self-government in which even the little children take part understandingly. Such a question will come up, for instance, as snowballing on the playground. The playground committee will perhaps bring to the general assembly a proposal that snowballing be not allowed on the playground because some of the younger children have been hurt. This calls forth a good deal of

lively discussion. Some of the children say it should be allowed, that snowballing is fun and that with reasonable care no one will get hurt. The matter is referred back to the committee. ally they bring in a decision that snowballing will be allowed on a certain part of the playground but on no other, and that the little children shall keep away from this part or go on it at their own risk, and everyone is satisfied. This kind of thing is important for the training the children get in citizenship, in co-operation and fair play, in adjusting the rights of the individual and those of the community.

Self-expression alone leads to a society without cohesion, without solidarity. We must learn to express ourselves with due regard to our fellows. Dramatics are an excellent form of social activity yet actors are not generally known for their fine social spirit. Games are an excellent social activity, but professional ball players are not generally known for their sporting spirit. We must make our children feel that they are part of a group, which is in turn part of another group, until they will feel their solidarity

with the whole world.

Mankind seems to me to-day like a baby with a dagger. It has, like the baby, a nervous system, a circulatory system, but like the baby it does not know it. The baby would very likely kill itself without at all realizing what it was doing. Mankind has at hand similar potentialities for self-destruction. We are able to kill men; we have the means of killing them by millions. We can avoid this only by a deeper realization of how we are bound up with one another. cannot afford to let our children make a fiasco of the next disarmament conference. We must give them world-mindedness, solidarity.

The true meaning of freedom in education lies first in giving children the knowledge and mastery of necessary skills so that they can function effectively in the world to-day, and doing it in so small a part of the day that time is left for group

and creative activities.

## Freedom and Education

### Dr. Ovide Decroly

(Director and Founder of "L'École pour la Vie par la Vie," Brussels)

FREEDOM in education is a subject which has been touched on so often that it may appear to some of you rather like a squeezed lemon. I hope you will for-

give me if I squeeze it again.

It presents a critical, even a tragic, problem. Millions of people have died or have thought they were dying for liberty. We hear all about us the cry for the liberty of peoples, but the liberty of children we take less seriously. It is, however, more important than it perhaps appears. There are many who claim liberty for themselves but would deny it to others, many claim their liberty at the expense of others.

The word liberty is usually used in a very restricted sense by teachers and parents. They confuse it with license. They think of it as liberty to do wrong or to do nothing. There is also the

liberty to do right.

It is much easier to forbid than to direct, much easier to draw up a code of what should not be done than of what should be done. Most people also are afraid of liberty because of the common misuse of the word.

#### Relative Freedom

There are conditions which limit freedom of action in the school. There is an inevitable conflict at certain points between the rights and interests of the individual and those of the group. There are also obstacles to the giving of complete freedom in the nature of the individual himself. There can be no general rule, each case must be considered on its merits, whether complete or partial freedom can be given the child for his own best good and the good of the group.

If we study children with a view to this problem, we find that each child differs from the other and that there can be no general rule of giving or not giving freedom. Age is a factor to begin with.

Obviously a child of six has more freedom than a child of three; he can be entrusted with more responsibility. On the other hand, he receives less indulgence, less allowance is made if he does certain things which are allowed the child of three. The same is true of the child of nine and the child of twelve. Sex is also a factor. Generally speaking girls accept discipline more easily than boys-at least this used to be so! I am told it is no longer the case. The physical condition must be taken into account. A sickly child is more passive than a healthy one. The sensory motor condition matters. The child who appears disobedient and troublesome may be the child who is slightly deaf, who has not heard instructions, or the child who does not see well. The dominant tendencies, the instincts of the child must all be considered, likewise his home situation. A child with brothers and sisters adapts himself much more easily when he comes to school than the only child upon whom interest and attention has been centred at home. A child's knowledge, his previous experiences, also determine the degree of freedom he should have. There are certain experiences every child should have. Every child, for instance, probably has once in his life to climb up and investigate a stove pipe, even if he dirties himself and makes a mess, or he has to jump into the water and splash. If he does not get a chance to do it earlier he will do it later, that is

### Different Types, Different Freedoms

From actual observation in schools with which I have been connected, I would say that there are some types to whom you can give freedom, and some to whom you cannot. I have observed some children who at six and at nine could not be given full freedom, nor yet at twelve. You will perhaps think this means that the school

has done nothing for them, but it does not mean this. There are some things that the school cannot do.

For instance, we have in one and the same class (1) a child not yet seven years old to whom one can say, "Do as you like," a child who is very active and intelligent, always occupied, a monitress of the class, and (2) another child of the same age who works well alone but not with others, (3) another child almost as good as the first, but who needs in far greater degree the stimulus of the approval of the group, (4) another who can work well only in a group, (5) another who will work well only if she can dominate the group, or alone if the subject particularly interests her, (6) a timid apathetic boy, who has been spoilt at home, who avoids his mates and does nothing if not constantly prodded and supported by the teacher. There is another boy who can be completely trusted, who works well either alone or in the group, and who has a good influence on the others, and we have several who mean well and work well but lack initiative and perseverance. They need constant help from the teacher, and are easily distracted from work. There are those who are not only easily distracted, but distract others. These are the extremes we find; the apathetic and the troublemakers on one hand, and the self-reliant and trustworthy on the other with all kinds of intermediate variations.

We see the same differences three years later in the nine-year-old group. Again in a twelve-year-old group even after years of school discipline and experience. Here we have a girl nearly twelve; she is good in all her studies, a little slow only in the cooking class. She is somewhat difficult still in character, self-willed, susceptible, but she is responsible, knows how to organize her work. You can leave this child perfectly free and get good results. In the same class there is a boy of average mentality but poor health, who is lazy and indirect, lacks straightforwardness and perseverance. He will need supervision in his work.

And so it goes. My conclusion from all this material I have observed is that we must be concrete and not generalize. If you say to a schoolmaster who is up against all these different personal problems simply, "Be libertarian," you are making another enemy of liberty. There is no such thing (there cannot be) as wholesale freedom in the school. You must study each child and discriminate between them.

Most of the great educators in the past, even those who loved liberty, have made this discovery. What did Fénélon, who spoke against child "training," saythat obedience must be compelled in certain cases, though it is better to use persuasion than fear. Montessori, whom we think of as a great liberator of childhood, does not recommend always undiluted She recognizes a boundary freedom. where the rights of the child come into conflict with others. Ellen Key, another great liberator, believes the child must be trained" especially in the first three years of its life so that it can enjoy liberty later. On the other hand. Foerster, the great believer in discipline, thinks of constraint as a first stage of education preparing the pupil for free obedience. None of these educators blindly advocates one wholesale rule for all children in all circumstances.

The problem of freedom is really the problem of the individual child. In some cases you must do one thing, in some cases another, but in general one might prepare to follow to some extent these rules:

First: Organize the environment to free children and bring out their best instincts.

Second: Prepare teachers for freedom.

Third: Choose teachers who know how to use freedom and environment in a social manner.

Fourth: Cultivate in each child

social instincts.

Fifth: Take account of the age and other individual factors in the case of each child.

## The Discipline of Freedom and Means to Attain It Adolphe Ferriere

(Doctor of Sociology; Founder of the International Bureau of New Schools; Author of "l'École Active," etc.; Editor of "Pour l'Ere Nouvelle")

1. Terms of the problem. The only way to freedom is through discipline. The principles of our League speak in the first paragraph of the supremacy of the spirit, in the second of a discipline that leads to the freeing of spiritual powers. This then excludes license and anarchy as well as unrestrained caprice. Everyone admits the necessity for order and reason. The problem before us is this: shall there be coercion or autonomy, order imposed from without or order realised from within? The normal child submits to reasonable authority. passing through a stage of individualism, he rises to a conception of inner authority, of considered freedom and solidarity. But at every stage may be looked upon as good all that helps to preserve and increase his spiritual power. Society also should serve this ideal.

2. Duty freely chosen. Right and truth, which we unite in one expression, "living Reason," is the goal of man. And the means whereby this goal may be attained is his reason. In the first sense we mean Universal Truth and the laws of nature and of spirit. In the second we mean that faculty of the human intellect that reaches out to truth and wisdom. If this reaching out is called duty we can say that true discipline lies in self-chosen

duty.

3. The sense of lack and the tendency to balance. Through experience the child rises from error to truth, from moral Error and suffering to right conduct. suffering are felt as lack. This feeling stimulates the will to seek balance. This means that in consciousness the intuition of truth and right exists simultaneously with the present sensation of lack. This double sentiment may engender inferiority complexes if man does not at the same time feel within himself the energy that will help him to regain

the harmony he has lost, and, deeper still, the Voice of Divine Reason in

which he can put his whole trust.

4. Bundles of instincts. The child's instincts and tendencies are disorderly. He must learn to bind these. done by giving himself up wholly to an aim that captivates all his energies. The aims the child chooses himself are those that interest him, but these should at the same time bring him nearer to right and truth. To live is not only to think, but also to act, to create, to serve. This is what should be brought about by a good family and an active school. The child's play is a prelude to the discipline that the adult will apply to his work and life. The reign of caprice does not lead far. Alone self-criticism makes for lasting progress.

5. Social and individual discipline. Discipline may mean both limitation and expansion in a precise direction. So that socially speaking there will be adaptation to others and co-operation as in a factory or in an orchestra. This means individual discipline of will (with struggle against instincts and divergent tendencies), of reason (with struggle against prejudices, errors and premature generalisations), and, lastly, as a condition to the two former, affective discipline (with struggle against complexes that disturb the harmony of the soul). The way of yoga: meditation, the getting in touch with subconscious energies and the concentration or projection of these, is here useful

to know and practise.

6. School disciplines—not to be abolished but to be improved. Time-tables, programmes, school rules, are a limitation to teachers and children who could do better, but to those who, without them, would do less well they are a help. Sensorial types need sanctions; imitative types need social walls and examples.

Even intuitive types would grope too long if deprived of all outer help. But it is certain that time-tables, programmes, examinations and disciplinary rules can and should be transformed according to the exigencies of psychology and good sense.

7. The rôle of education. The creative power that leads man to spiritual freedom can be likened to a ladder. The stages through which the child and the youth pass are its rungs. In order to climb the ladder it is necessary to step from one rung to another. Individual reason is developed by a closer and closer contact between reason and truth. The mathematical sciences, the natural sciences, psychology, social-philosophic truths with which the youth enters into lively contact form the true road to freedom of spirit.

8. The rôle of the educator. To observe the child is not enough. The adult can and should prepare the ground (family, school), suggest aims in conformity with true interests, suggest the means by which these aims may be attained, and be in the eyes of the child a representative of the reason and moral conscience of the little community. This legislative and executive power constitutes authority which will be good or bad according as the adult understands or does not understand his rôle, that of a server of right and truth.

9. Discipline and sanctions. Here we are confronted with the problem of sanctions (rewards and punishments). Except in rare cases when an energetic decision

and even a salutary emotional shaking become necessary (such cases appear with normal children as well as with abnormal ones) the rule is to favour natural sanctions, especially those of social life, on condition that they are not too harsh nor too much delayed. The calm of the adult, his psychological fineness of feeling, the straightness of his intentions, will make his authority sought after and loved by the child

loved by the child. Conclusion—Torch-runners. educator should be to the child a representative of Divine Reason in man. If he associates himself with the child's interests and with a deep search for the right and the true he will bring his pupil more joy than pain. The right and the true closely united to the beautiful are the natural and needed atmosphere of the spirit. Even pain, inflicted by the teacher in the name of impersonal reason, deepens the child's real love, for the child feels distinctly that the teacher he loves is there for the purpose of transmitting to younger generations the torch of experience received from the past and become the torch of the highest science of the day. The child feels that he must keep alive and nourish the flame in order that in his turn he may pass it on to his future sons and daughters. will Divine Reason grow stronger in humanity, which it will gradually free from error, sin and war. This is the true task of the one Religion above all religions with regard to which Saint Augustine says: "Religio est libertas."

The Dedicated Life in Quest of Truth. We regret that lack of space prevents the printing of Sir Jagadis Bose's valuable address given at Locarno. It is an address that cannot be merely summarised, and we have therefore held it over for a future date. Readers should acquaint themselves with Sir J. Bose's wonderful researches by reading his book, Plant Autographs and Their Revelations (Longmans, Green, London).

# Individual Methods and the Primary School Teacher

By W. Carson Ryan, Jr.

(Professor of Education, Swarthmore College, U.S.A.)

If I have chosen, as the title of what I shall say, "Individual Methods and the Primary School Teacher," it is because I feel so strongly that it is in the schools for all the people, in the primary and elementary schools everywhere, that the real work of education must be done; because I believe that in a strictly scientific sense education is and can be nothing but individual, "mass education" being a misnomer at best and a tragedy at worst; and because I believe that a very definite task is the selection and preparation of teachers for young children who can make the dream of the New Educa-

tion come true.

I shall make no attempt to analyze in detail what I mean by freedom in education. Possibly what I mean by freedom will develop out of what I say; let it suffice at the moment that for me freedom in education implies mainly the opportunity to develop one's self to the best possible for one's self and for others; and that above all it is not merely a negative thing, but essentially freedom for something-freedom for a positive, creative ideal. If I should at times seem to be stressing too much the negative-freedom from something rather than freedom for something-please understand that it is merely a matter of approach or emphasis. I am trying to visualize, not a handful of new schools, progressive schools, schools using individual methods, but all schools, all children, everywhere throughout the world.

Three main elements emerging in any consideration of freedom for the primary

school are:-

(1) Freedom from the restrictions of a course of study, a content of education, a prescription, that has long been outgrown by the peoples of the world—if, indeed, it ever applied to any of them. Positively stated, this means freedom to develop a new content of advertice that shall be side in the content of advertice that shall be side in the content of advertice that shall be side in the content of advertice that shall be side in the content of advertice that shall be side in the content of advertice that shall be side in the content of advertice that the content of th of education that shall be rich in its significance for children; that will grow out of what we know of children and of our world at its best.

(2) Freedom from the needless conventional methods, the routine, the things mistakenly called discipline, that hamper us in education; positively stated, freedom for the creation of a new atmosphere for the school, a new relation between teachers and children such as our best teachers and our best scientists are working toward.

(3) Freedom for the teacher himself or herself; that he or she may be a creative, responsible person, free from pettifogging external control, free to build a life so real and rich and human that a better

education is bound to flow from it.

Some of these will doubtless be regarded as mere brave words. I shall try to specify.

#### A New Content for Education

Of all the restrictions that operate in education throughout the world I am inclined to put the restrictions of a detailed course of study as the worst. I have just visited a whole series of schools, some of them thousands of miles apart, where one course of study, in detail, was required for all, regardless of the locality, regardless of the children, regardless of anything; a course of study, moreover, rigorously checked by a common set of annual examinations not even relieved by the application of more modern methods of measurement.

A certain element of the public—in America, at least—is constantly accusing us of sacrificing in the elementary school what they call the fundamentals for what they call "fads and frills"; but if one examines the programme one finds that in the vast majority of schools these socalled new things-these eternally old and fine things, these real fundamentals, the beautiful, the creative, the arts, the music, the knowing how to live and work and be of the community, yet one's selfthese are only hesitatingly mentioned, in after hours, sandwiched in between the "regular" subjects, or "optional."

There is a tremendous work to be done in building a content for the education of young children that shall be indigenous

yet universal, individual yet having within it elements common to all mankind Professor Kilpatrick, of at its best. Columbia, used to give an example, that I am tempted to cite here, to show the folly of our present course of study for elementary schools. It applied at least to America; perhaps elsewhere. He said (and I shall quote him but lamely): A hundred and twenty-five years ago you could give to children something of a content of education that would be of value to them twenty-five years later, because the world did not change radically in the quarter of a century. ternally, at least, materially, at least, the world of 1825 looked very much like that of 1800. To a less degree this would also have been true for 1825 and 1850; there were, of course, changes, but in the everyday world about us they were, after all, comparatively few. So from 1850 to But since that time the whole structure of industrial and community life has been changing, and between 1900 and the present such changes have taken place, certainly externally, and, some of us think, internally, as to make any education in terms of 1900 quite impossible for life to-day. We are faced with the task of trying, not merely to guess what the world will be a quarter of a century from now, but somehow to develop principles, to help children to a way of living, that will have significance for them in the world of 1952 and after.

One can only report encouraging beginnings in this enormous task of freeing the elementary school from a set of studies that has nothing but age and inertia to commend it. It is always interesting to watch the more or less unconscious developments that lead to a new position in the march of progress. The best example I can think of at present in the United States is the study of the curriculum that has been going on for the past few years. Some of it began in a rather unpromising way. There were differences between cities and states, between city and country schools, in courses of study. New things were

coming in; what of the old could or should be dropped? Hundreds of schools under the aegis of a national association agreed to pool their findings on changes in the curriculum.

The year-books that have so far appeared seem to me to indicate a very significant growth from a mere collecting of courses to real changes in points of view that should mean eventually a receptive attitude for a wholly new content in education. In the first hundred pages or so of the year-book\* of the National Society for the Study of Education, issued in February of this year and written by Dr. Rugg, you will find the best statement anywhere, a poetic statement, though by a scientist, of the need for a new curriculum study and the steps

that must be taken towards it.

I do not propose to tell you what this new content for the primary school is to be. I do not know. I do know, however, that it is being worked out by teachers all over the world who have had the courage to try, and by workers who will take alike the results of scientific investigators, teachers in experimental schools, and the collective ideas of society, and weld them into what is needed. I know that it will have to be an ever-changing, ever-varying, ever-developing content of education, startlingly like life itself when life is as it should be. What I do plead for first of all in my list of elements in freedom of education is the willingness to regard nothing in the present curriculum, anywhere, from the nursery school to the university, as inherently right or sacred, but to regard it all, that which we inherit and that which we add, as alike subject to weighing, to changing, above all to enriching. For a new content of education will have to be far richer than the present. We shall have to redeem the elementary school. cannot be confined to the old content.

<sup>\*&</sup>quot; Curriculum Making" (Part I.), \$1.75, and "Foundations of Curriculum Making" (Part II.), \$1.50, by Harold Rugg (National Society for the Study of Education). Public School Publishing Co., Bloomington, Illinois, U.S.A.

even when given in the new way. It will have to be created out of the best things in music and the arts; out of a philosophy that places common humanity above uncommon intellectuality; that is at least as imaginatively optimistic as Bakule or Cizek or Adler in its recognition of the possibilities of every human being. It cannot be built up on the theory that some humans are born to be the burden-bearers; it must grow out of the belief that we shall all do our share of the work of the world and that each shall have the chance to do it at his best. It will be a content based upon individual differences, of course; but it will seek to use differences as an opportunity rather than as an excuse; for, after all, the scientific method can only show us its findings; others must interpret, must act upon them.

#### Freedom for New Methods

So much for freedom in content; now for freedom in method. You will easily see that I cannot separate these major premises; they cannot be kept apart. have put freedom for a newer curriculum, a newer content, first, because I have felt that if perhaps we could once even partially overturn this most needless of our little divinities we might then be able to go on. Once you can get teachers or the public willing to consider for a moment that there is nothing eternally sacred in what is temporarily known as the course of study, as arithmetic, as numbers, as reading (oral or silent!), you have perhaps broken down resistance sufficiently so that other ideas will be tolerated—schoolrooms without desks, for example. Now I hold no brief for or against desks. I use them. I wished for one when I was typing this paper. But why should there always be (outside these new schools of our own, of course) these grim rows of firmly fastened desks? It is almost a national fetish, as Montessori once said. In our part of the country, I am ashamed to say, we pass on these desks from time to time as we get light ourselves; we send them, I find,

to the West Indies, to an environment superbly equipped to do without them; to native American Indians, where they make the task of adjusting children infinitely more difficult; or to the poorer rural districts, where it is still considered best to have that which the city has in its wisdom discarded. But why should a school, the world over, mean to most people a room full of desks always arranged in a certain order? I do not want you to infer that I think a school becomes "progressive," or an example of the new education, or individual in its methods, merely by doing without desks—though I have seen some schools that seem to me to be acting on that assumption. I am primarily interested in this desk business because it seems to me symbolic of a mechanism, a routinization, that we must be delivered from if we are to have the beginnings of real freedom through individual methods

in the primary school.

Now I am not a psychologist; I am merely a person interested in education who hungrily takes the contributions of any group of psychologists from Jung to Thorndike; but what I learn in every psychological camp tells me that these typical schoolroom methods of handling children are fundamentally wrong. They are wrong, I am convinced, even from the point of view of the teaching of the older "subjects." Even achievement in the mere skills must be less economical where individual methods are not used. I do not see how anyone can know the most elementary of the so-called laws of learning and continue to teach in the conventional classroom fashion. number relations taught under artificial conditions ever really amount to anything in the child's living, even when he needs the numbers? I have this past year heard children repeat over and over again "memory gems" as remote as possible from their own lives; and I have seen the same children completely lay aside, in a beautiful self-protection, what they have just "learned" in school. But this is an old, old story that all of us know.

I was recently in a school where the desks had been removed in all the rooms; where the principal talked about an "opportunity class" for some of her children and progressive methods for all of them, but where no child was allowed to speak without first rising and standing in place—a wholly unnecessary and crippling experience for these children, who happened to be extraordinarily shy and unused to their present environment. And, on the other hand, I saw a teacher in a school rather formal in appearance, regular desks and everything, who, by giving little Indian children a chance to paint free-hand their own conceptions of their centuries-old designs, has started an art movement that is likely to reach far beyond the Hopi day schools of Oraibi, Arizona.

As teachers I believe we need constantly to examine ourselves to see how much of this old routinization still clings to us—the bell-ringing, the hand-raising, the "passing," the "dismissing," and all the rest of it. Let us be honest and cheerfully retain anything that proves to be necessary, but let us free ourselves from the vast amount of it that is only

a barrier to real education.

I have said little of individual differences, and almost nothing of individual learning as such. That is only because I assume them. Here again I am quite unable to understand how anyone who has read at all the psychology of any modern school or has actually worked with children can think of education as anything but individual. I was glad our primary group at the Conference gasped when Miss Mackinder said her teachers averaged fifty children. I realize there are situations where numbers are greater than this, and where "practical" considerations seem to make it necessary to do things in this mass way, but I refuse to be practical about it; or rather, I think the only practical way in the end is to be free from such quantity Some teachers have done conditions. marvellous work even with this handicap of large numbers, but we should not allow ourselves to condone it for a moment. We must not tolerate fifty or sixty children in an old-type classroom

anywhere in the world.

I have said nothing of "punishments" in all of this, the consecrated field of petty mass methods. At the best they are unintelligent ways of making desired and sometimes desirable changes in human behaviour; at the worst, of course, they do permanent physical, moral, spiritual harm. I cannot tell you how many school matrons I have seen attempting in their ignorance to change certain habits by methods that would inevitably lead to worse ones. It is here that I think we in the United States have so much to learn from Europe. We have had our workers in this field, but they have not been listened to until the words of some of your psychologists began to reach us.

We are also glad to report that we are bringing to some of our children in the schools the aid of various out-of-school social agencies that have been touched by the newer ideas in emotional psychology and mental hygiene, with workers who study the family from which the child comes, who bring needed knowledge of his social and economic condition, who help teachers to see that each child is indeed a separate child, an individual, a person, with infinite possibilities to work with and work for.

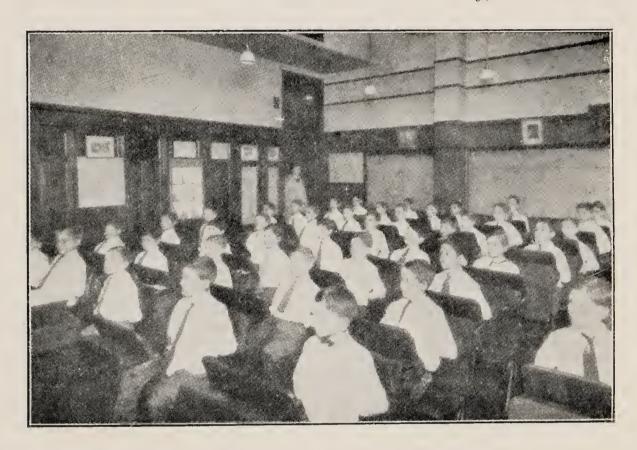
#### Freedom for the Teacher

A genuine content for primary education and better individual methods presuppose primary teachers who are of the highest order of human kind. Except possibly for parents, who seem to be just beginning their educational novitiate, the task of the primary or elementary teacher is the most important in the entire educational enterprise. There should be no teacher in the entire programme any better equipped for her work by nature and by education than the primary teacher. It is fundamental that she be free spiritually and in every other sense; but part of the price of this freedom must be a preparation for her work that

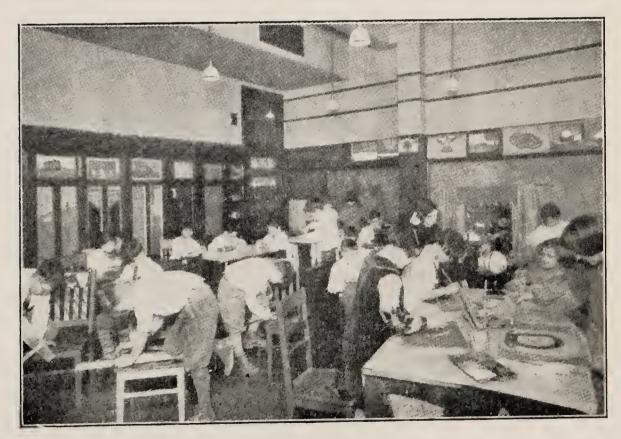


Manumit School

Pawling, New York



New Class-rooms for old



Public School Number 61

New York

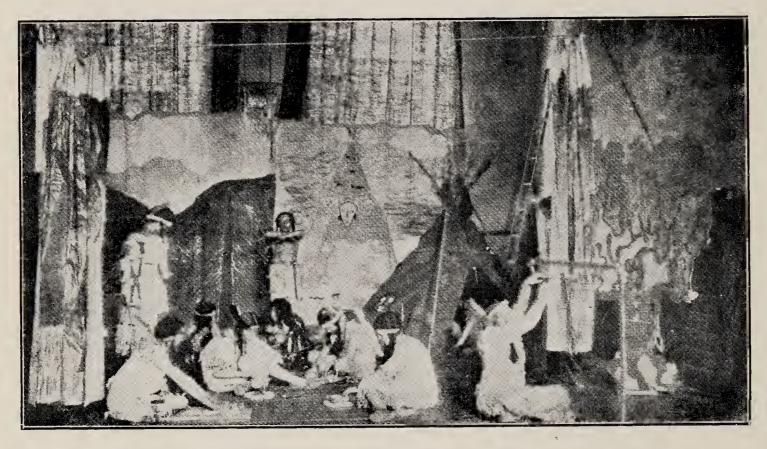
These two lower pictures show the transformation made in an old public school building when work of the new type was inaugurated.



Winnetka Public School

Winnetka, Illinois

SOME
AMERICAN
CLASSROOMS.



City and Country School

New York

The illustrations of American Schools are re-printed from "Progressive Education" (April, 1927) by kind permission.



Francis Parker School

Chicago, Illinois

will enable her to be an independent leader in the science of understanding children.

There never has been any real justification for the practice of insisting upon less education for primary and elementary

teachers than for secondary.

When I say "educated" and prepared, and so on, do not misunderstand me. I do not mean "academic," whatever that One of the really serious tasks we have in creating a new education for the primary school is to see that our universities and colleges give us people who are not academic, who love and understand children, who have human rather than textbook values of life. vicious or a beneficent circle, this preparation of teachers, as we choose to Teachers are likely to use in their own work much the same process that has been carried on with them at home, at school, and in higher institutions of learning, and their attitude toward children, even in the face of a knowledge of better ways, is likely to reflect early relationships rather than

recent training.

This means a very special problem in schools for the preparation of teachers, by whatever name such schools may be called-whether training schools, as in some countries, or normal schools, as we formerly called them in America as the result of an interesting historical situation, or teachers' colleges, as we are calling them more and more to-day. can only speak for my own country as to this, but with us "normal school methods" are proverbially lacking in just those qualities that characterize the freer type of school. Our institutions for the training of teachers have until recently been giving a large part of their attention to some of the tricks I have previously spoken of, including devices for securing "attention," as it was called, and for achieving "discipline"—that curious external thing wherein, to quote Dr. Montessori once again, we "confuse immobility with goodness."

It would not be fair to say that all

the teacher-training institutions in the United States are so conventional in their methods that they fail to prepare teachers to live in the atmosphere of free, purposeful living and learning that we like to think of as characteristic of There has been a the new education. strong movement recently to put into the normal schools themselves courses of instruction and teaching staff that will emphasize the human and social side of the work of the school. To an increasing degree students in teacher-training institutions and departments are reading such material as you print in the New Era and we in the Progressive Education Magazine. Books like Concerning Parents, Hughes Mearns' Creative Youth, and Agnes de Lima's Our Enemy the Child, are more and more being brought to teacher-training classes, and reports like those of the Commonwealth Fund on The Problem Child in School are especially being read and discussed as a basis for a better understanding of the possibilities of individual education of young children.

It is to the universities and colleges that we shall especially have to appeal to give us people for the newer kind of primary schools. I want students in these institutions who are to take up this supreme task to be equipped in the richest possible way for their work. I want them to know psychology and I want them to see the experimental schools; but I also want them to be broadly educated in other directions. I want them to be far better informed than are any of us to-day about what the rest of the world is doing, in education and other things. I want them to see all that there is of beauty in their own setting and anywhere else in the world. I want them to enrich their own lives and the lives of the children by seeing other countries and knowing other peoples and races as they really are. Above all, I want them to come to gatherings like these of the New Education Fellowship, where they can be thrilled by what the rest of the world is doing to create a worthy New Education.

## True and False Freedom in Education

### Giuseppe Lombardo-Radice

(Professor of Pedagogy in the Reale Istituto di Magistero, Rome)

THE expression "freedom for the children" is so much abused that I feel compelled to return to the subject of freedom in education in order to correct certain errors which seem dangerous, because they lead teachers astray by holding false mirages before their eyes.

(1) The Adult and the Child

It is true that the child has a life of its own and spiritual characteristics quite different from those of a grown-up person. It is true, for this very reason, that the ingenuous mentality of the child should be respected and held sacred, by taking care that its manifestations are not interfered with. Actuated by statements of this kind, however, the friends of the auto-didactic school ought not to go so far as to enclose children in their "childishness," for that might well prove to be the greatest blow to their spontaneity. every child in fact loves to do is to conjure up a mental picture of the future and to anticipate it; and his favourite game has been, and always will be, that of playing at being "more than a child." The child, in fact, seeks the society of grownups, it longs to be considered somebody by them, and asks for their interest not as a child but as a person with an opinion of his own, who can work, who can contribute his share to the common good.

The child endeavours, for that reason, to be received into a sphere of life higher than that in which he actually lives; sensing the superiority of others, he strives to raise himself to a higher level. We ought to prevent his being merely an adulator of the grown-up, and assuming an attitude of passive admiration, of servile acceptance, of formal imitation; but we ought never, in order to avoid these evils, to deprive him of the sense of his own spiritual subordination to the grown-up, for to this feeling he owes the effort he makes to rise.

always be necessary in the climb to freedom; just as a certain degree of freedom will always be needful to rise to conscious The main thing is for the obedience. child to feel that the grown-up does not act arbitrarily, but acts also in obedience to certain principles. In the presence of a grown-up, consistent and of steadfast principles, active and thoughtful, the child feels that he is really a child, that is, he acquires the consciousness of differing from the grown-up. He discovers the worth of the grown-up, and as he does so, learns to recognize his own childish insufficiency; he begins to raise his eyes on high; and strives to understand and to copy and vie with the grown-up.

A certain degree of dependence will

The so-called children's republics are artificial, studied creations, in which the grown-up seeks to avoid any interference with the children, lest he should destroy or weaken the child's spontaneity to which the company, the example, the collaboration and correction of the grown-up are necessary adjuncts; the grown-up who is

at once his dream and his goal.

(2) Master and Scholar

The reaction, also, of self-education to lessons has its limits. Childhood is quite competent to find things out for itself, to explore its little world, to study in a personal and constructive fashion. Autopedagogy has won a complete and definitive victory, and the freedom of the child in his studies is the criterion par excellence for distinguishing the true from the false school, but even here I must remind you that among interesting researches, the most interesting of all for the child is the study of his teacher. The child who studies his master, sees himself in a very attractive way in his master, and when this latter knows how to make good choice of a starting-point, for an ideal exploration to be made with his scholars in which

he plays the part of guide, the child (who is capable by virtue of his imagination, of dramatically throwing himself into the life of every being that interests him) successfully identifies himself with his master's work. If we take away from a child the consecutive order of a course of lessons given by the master, by means of which the child, day by day, intuitively realises the constructive power of the grown-up teacher's mind, we shall have taken away from him one of the greatest satisfactions which childhood can enjoy. Can we not see the absurdity into which those fall who want, for instance, to take the children to see masterpieces of art, or to listen to classic symphonic music, and then deny to the master the right to give a course of lessons.

In modern schools, the child's search for knowledge, then, must be alternated and punctuated with the teacher's lessons if it is to be a really vital one, vital in the sense of embodying the freshness of the child's intuition together with the adult's strength of mind, namely: the unspoilt nature of the child reflects the general tone of the life of the school, while the mental strength of the adult acts like a plough which sinks deep into the soil when it is hard, compact and water-tight, turns it up, and softens it and makes it fecund, enabling it to yield up all its latent

treasures to the growing crops.

of lessons is a mistake, nay, almost a sin, on the part of educationalists, to take away the lessons entirely is a contrary error. There is a pedagogic superstition that, regarding the child as a feebleminded creature, entrusts everything to the teacher, whilst there is a superstition of the pioneers which deprives the masters of everything; the new education bars out the two opposing superstitions and defines the school as a meeting-place of two forms of spontaneity: that of the master and that of the pupil. By sacrificing one you sacrifice the other one as well.

(3) Individual Work and Programme
The individual life of the pupil, by

means of which he has the opportunity of choosing his own activities and taking an interest in the problem of his own progress, is nowadays the flag of the auto-didactic school. We shall never cease to fly this flag, until in everyday practice the principle of auto-education will have been so widely accepted as to cease to be any longer a debateable proposition.

Specialised work is a thing of the utmost utility, and in a community of pupils every child ought to have his own pet hobby, but this specialisation in itself must not preclude interest in, and understanding of, the specialised work of others, nor must the child be too much encouraged in the passion he may conceive for any particular occupation. It often happens in the life of the child that some special predilection makes him neglect everything else, a real exaggeration of his free choice of what interests him most.

Let us by all means give free-choice work a full chance, but let us see to it that a certain type of activity, or a certain form of spontaneity, should not choke the development of other abilities by leaving

them merely latent.

Man is many-sided, all human activities are interwoven and can only be developed by mutual influence. One field of activity, of course, will be the central pivot in every man and through that he will achieve his masterpiece, but that special faculty depends upon the development of all the others. Dante is a poet, but the poet in Dante lives because it is nurtured by the complete man which was Dante: citizen, scientist, philosopher, historian, religious man, and, in addition, lover, father, and magistrate.

The new education educates the child as father to the man; in a certain sense it is a heroic education because it has faith in the immense reserve of spiritual force dormant in the child, which is so often destroyed by a shallow and anti-educa-

tional life.

The new education sees in every child a potentially-original soul: that of a poet, a scientist, an apostle. The school, therefore, aims at individual work; every seed

can produce a plant. But the individual work, the outcome of the child's choice, must be kindled by the whole man within the child.

Every seed must be sown in a soil which is replete with all the necessary nutritive elements. The curriculum is the soil which permits the child to probe in every direction necessary to the development of the whole man, while the teacher directs, encourages and watches over the development of the special abilities of the child, taking care that the child should find, in

the individual work chosen, satisfaction and opportunity for the synthetic use of all his energies.

Individual work, without an allembracing programme, can become a false freedom which diminishes the power of development of all latent powers.

(This paper was prepared for the Locarno Conference, but unfortunately Professor Lombardo-Radice was unable to be present at the Conference).

# The Freedom of the Educator Herr Wilhelm Paulsen

(Oberstadtschulrat of Berlin; author of "The Conquest of School")

THE general problem is to rebuild the foundations of education on the vital needs of the individual and of society, to restore in education a direct contact

with nature and with reality.

The individual problem is to retain intact the nature of the child, conditioned by heredity and environment, his reserve, the peculiar quality of his being, so that he may strive with his own powers for the building up of his own childish world.

The social problem of education is so to anchor the young life in the culture and the economic system of a community that it may be given definite impetus and meaning in its development in relation to human society. The background of life must be alike for child and adult.

The practical problem of education is to shape the inner and outer constitution of this school community in such a way that the conflict between individual and social existence vanishes and the child finds in the security of the community his most precious basis of knowledge and experience.

The pedagogical problem is to eliminate every kind of education based on dogma and theory and to make as completely objective as possible the educative influ-

ence in the environment of the child. Community, economic system, workshop, books, nature, are power centres which the personality of the teacher is unable

to compensate.

All problems together give way before the problem of the educator; the elimination of the subjective element in educa-The teacher retires. Hitherto his freedom has been an illusion, for he has been the slave of an idea which has been forced on him too. From now onwards a free man among free men, as human being, character, artist and economist, though not the first, he is certainly the most valuable member of the youthful community, mediator and co-operator in the formation of their lives, leader and representative of their development. Hence less education for teachers; instead, selection of teachers from among all the hard-working and liberal occupations of human society.

No single one of these elementary requirements is dependent on provincial or national conditions. The laws of life and growth of all Nature's creatures—including mankind—are everywhere the same. The pedagogical programme for the future has an international value; it belongs to the nations and the peoples

of the world.

## The Conservation of Childhood

#### Marietta Johnson

(Director of School of Organic Education, Fairhope, Alabama)

"Getting Ready"

I was talking with a number of educators the other day, discussing the new standards in education. They came to the conclusion that there were no new standards; there were only new methods of enforcing the old standards. are these standards? They are the ones which look upon life, even child life, as a long process of getting ready. Getting ready for what? Getting ready for high school, getting ready for college, getting ready for life. And these old standards are, of course, very comfortable for the teacher and for the parent—even the mental tests are standardized in this direction. A teacher knows by them just how much geography or history a child ought to know at any time. The teacher is satisfied if the child knows what the standard says he must know at a given time; the parent is satisfied if the child comes home with an "A" or enters Yale or Harvard. It may be that the parent has entered Harvard or Yale at a certain age. He believes he wants his child to have the same intellectual enjoyment as he had. I remember hearing such a father say that he wanted his son to go to college and to enjoy reading Xenophon in the original as he had. Someone asked him: "But suppose instead of enjoying Xenophon he enjoys biology?" That was different. To-day if the child doesn't enjoy what the father did, or what the father thinks he should enjoy, he blames the school. My own view is that what is wanted is a brand new standard; one that will ask not "How much do you know?" but "How much do you love it?" That's why I am always a little scared of school exhibits. They do not show what children can do; they may show what has been done to children. We hardly exhibit the real work of children. It is too dauby and messy and inexact and

all the other things that a child's work just naturally ought to be. We ought to be much happier over such real children's work than over work achieved with much effort and tribulation of spirit by teachers and children.

#### The Inner Standard

The present standard is an external standard. The new standard would be an inner and a much higher standard. It would not be what children were supposed to do, but it would keep them wonderfully keen and interested mentally and sincere and physically well. could not teach methods in establishing Each teacher would have to be his own judge and he would have constantly to study the child's attack and his desire for another attack. That is a real test of how much a child loves his subject whether he wants to go on with it for its own sake. But we do not ask what the child wants to-day. We ask "What can he use?" The result is fuzzy thinking. We are befuddled and we seriously befuddle the child by constantly intruding the time element. We think of education as preparation for adult life instead of making it, as we should, minister to growth. Education is growth. It is the duty and the privilege and the job of every adult in the world, the child's parents, teachers, sisters and brothers to minister to the child's growth. Childhood is for itself. The child is for himself. It is as important to be four as it is to be forty, and it is often much more beautiful. If we could only sweep away all this attitude of preparing the child for life and realize that the aim is normal, beautiful growth and that it is going on naturally unless we interfere. The only assurance we have at any moment that we do grow is that we are growing now. People do not grow old. They look old because they stop growing.

#### Growth

Man is a spiritual being. I do not mean anything occult by that. We want children to be children; we want them to be happy, but we are all warped by our insistence on the time element. We do not trust nature. We think we see the child taking this or that undesirable trait from his heredity and we begin to fuss instead of ministering to his growth. If a child lies we think he is going to be a liar. If he steals we think he is going to be a thief. He is not. If he is polite we think he is going to be a little gentleman. He is not. What the child does, does not indicate what he is going to be. It indicates what someone has been doing to him.

A baby at birth weighs about seven or eight pounds (they have got that standardized now, too). I believe it is exactly seven and a half pounds he should weigh. Well, at fifteen he weighs a hundred pounds. In those first fifteen years of his life he increases his weight just twelve-fold. That means those precious years are the most important years of life for growth, for integration, for co-ordination of nervous forces. But how many of us are allowed to grow? We are all suffering, and the world is suffering, from our arrested development.

It is normal for children to be individualistic, selfish, greedy. The child is a The normal adult ought to be a The Christ type is the normal giver. adult type; it is what the adult would grow to be if growth were not arrested, if we conserved instead of wasting childhood. Childhood can be wasted in lots of ways; it can be by too much love, too much attention. Children should react to other children, not to adults. We must guard them from ourselves even, if necessary. I believe in discipline. There are people who do not understand that, who think our schools are just do-as-you-please affairs, but it is not so. I believe in children doing what they are told; I even believe in the use of force if necessary, but we must be very sure that what we tell the child to do is

really the best thing for him. The whole environment should be one that ministers to the child's growth. We should fit ourselves to minister to it. We do not, and so we are not fit for our jobs.

#### Rewards

We must eliminate all fear and all self-consciousness from the child's life. All self-consciousness is a form of fear. We should eliminate all external rewards as they make for self-consciousness and insincerity. Our whole system of marks is bad. The child is creative, man is creative. It is the supreme distinguishing mark of the human being, this creativeness, but there should be no reward. There is no real reward but the thing done and the sense of power that accompanies it. The thing itself, the aim, must lure you, whatever it may be. That is why I do not like a lot of projects—projects for the sake of teaching history, projects for the sake of geography. I prefer project for the sake of project. Anything else is vicious mental nutrition. We must preserve the integrity of the child's intellect. do not really trust God very much. want to drive the growing process. need not. All children want to learn. They want to know far more things than we want them to know.

Learning and Teaching

James Harvey Robinson has said that we do not know much about the learning process. We know all about the teaching process. Learning is not something you go to do. It happens to you. You do not start out to learn any more than you start out to love someone. It is a very pleasant thing, a wonderful thing. knew a child who came home from school with shining eyes and said: "Mother, I didn't know there was anything as wonderful as physics in the world. studied physics too in my youth, and my mind definitely withdrew from physics. It was when I was learning the law of falling bodies. I had to get that law, had to learn it. I suppose that it was

presented to my mind at a time when I was not ready for it. I had to learn it for an examination or something, not because I felt that I wanted and needed to know it. That is what I mean when I speak of the integrity of the intellect. I think some of the most important activities the child has are the extracurricular ones—the creative, the social ones, the games and sports and parties. I suppose some day they will begin testing those too! That is why I do not like this testing. If it is applied to the emotional side, the spiritual side of life, how can you help getting a "Holier than thou " attitude? How are you to measure those important things—how a child plays, how good a time he has at a party? I suppose there will be a standardized way of going to a party some day and they will mark us on it as passing and failing. I do not even like going about asking people how much they know. Why should I judge a child, discourage and reward and punish him, for what he knows or does not know?

#### Childhood

Nature is wise. What most of us say is: "I want my child well; I want him happy; I want him honest, but learn he must." We ought to say: "I would like my child to learn to know the things that are the heritage of civilization, but well he must be, happy he must be, interested he must be." Nature has ordained a long childhood for human beings. When Nature reached man she stopped evolving on the physical plane and turned to the mental. It is necessary for growth that the child's body be happy, that his nervous system be coordinated, that he keep the fluidity of childhood. Childhood should not be accelerated.

The higher the organism the longer the period of infancy. Compare a baby and a baby-chimpanzee. In five days the chimpanzee baby is up and about, but the human baby is entirely helpless. Five years, ten years, and the state of things is the same—the human baby is still dependent on adults. At twentyone he is perhaps just starting to be independent, but the chimpanzee is a great-great-grandparent. The important thing is the capacity for growth; the child should never stop growing, and its growth should not be arrested by being hurried. Suppose you do go to college at fourteen when the normal age is eighteen, and leave college four years ahead of other children. What difference will it make when you are sixty? Do you think you will really be much ahead of those who are sixty-four or that there will be much difference between you? What a child needs is a long childhood.

Let us not impose child-labour in the name of education. We excuse the fact that children have to work, we make it an excuse for hurrying them; "their parents can't afford to keep them at school, need their work, etc." We ought to take it from the other end and say: "We will not allow a state of affairs in which children will have to work and destroy their childhood."

#### Co-education

It is from the point of view of the conservation of childhood, too, that I favour co-education. The attraction between boys and girls is a balanced, normal attraction; better for them to attract each other so than for boys only to attract boys, and girls, girls. Suppose they do fall in love, and, of course, they do fall in love. Love is educational, too. It is better for them to love than not to love, is it not? This puppy-love needs no encouragement. It will happen in spite of us, but it deserves respect. There are parents who complain, saying: "John failed in geometry because he fell in love with Mary Jones." Geometry is important, of course, but then so is love, and generally in a case of that kind I think you will find he would have failed in geometry anyway, even if he had not Mary or some other girl as an excuse.

# Psychological Freedom

Psychology was one of the principal departments of study at the Conference. and both lectures and discussions provided extremely valuable material. The fundamental agreement on the basic principles of the New Psychology was rendered all the more impressive by the rich variety of the standpoints and methods of application expounded by the different lecturers. They agreed in recognising the unconscious as the realm in which the roots of difficulties should be sought, in condemning as harmful and useless all methods of punishment which attack the effect while leaving the cause untouched, in emphasising the love-relationship between child and adult as the only possible basis for healthy development of the child and for the solution of his problems. is only by an understanding of these laws that the attainment of any degree of freedom is possible either for the child or for the adult who is seeking to educate It is only by control of these powers and the direction of these inner forces that a human being may become The impression was not that of rival schools of thought seeking to win exclusive adherents, but of co-operating agents for a fuller enlightenment on the problems that face every teacher, educationist and parent. This is no small achievement, and constitutes a vital element in the unique contribution of the Conference.

Dr. Alfred Adler, Dr. Oskar Pfister, Dr. Ovide Decroly, Dr. Eleanor Crosby Kemp, Dr. H. G. Hamaker, Miss Gillette Hardy and others who spoke had their own special philosophy, study, thought, experience, to share with their hearers. Some members felt, perhaps, more essential sympathy with one lecturer than with another, gained more help in dealing with the difficult child from one method of approach than from another, but they did not prefer the one to the exclusion of the

others; rather did they find each point of view a fresh means of enlightenment in their search after some basic philosophy founded on their own thought and experience. Again and again it was demonstrated that psychological insight cannot be objectively acquired; only when the life-forces of the individual vitalise the knowledge experience accumulated from outside sources can he hope to find the way to psychological wisdom. Nor is there any definite goal in the acquirement of this wisdom; it is a growth, a process, an "increasing purpose."

Dr. Alfred Adler (of Vienna), Founder of the School of Individual Psychology, Author of Individual Psychology, etc.

Dr. Adler took as the title of his evening lecture "Education for Courage," and spoke in the morning psychological group on "The Problem Child." "Life is not a passive state, but in all its manifestations is a movement, a striving; movement is not possible without some goal, and thus every human being sets for himself a goal, fits himself to some 'style of life.' Often this goal is fixed at a very early age, and it is impossible to understand any child or any adult without first discovering what is the 'style of life' he has adopted. Children with physical defects, children who have been spoilt, and those who have had no love, are all liable to lose their courage and have an inferiority complex. Even in the first years, by our methods of punishment, by our treatment of the child as a plaything for the adult, we rob him of the courage which is essential for the solution of his life-problems. Courage is the vital element; when that is lacking, instead of striving for superiority on the useful side, his effort will be transferred to the useless side, and he

will attempt in this way to overcome the feeling of inferiority. He will try to escape and go round his problems. is the case with neurotics, criminals, swindlers and suicides; the last-named, it is clear, believe they have overcome all difficulties by deciding about their own lives; they think they have become like God. It is the right development of social feeling that is lacking. problems and associations of life are invariably social in their nature, and difficulties and penalties of necessity result from a violation of the logic of human life in community. One who is without the right social feeling will not make his life easier, as he thought, but harder. He will feel himself as one living in an enemy country. Only if he feels himself a part of the whole, will he be able to stand, when he approaches his problems. Individual psychology sees life as a constructive act directed to the finding of right solutions with the cosmos, with the community, and with the other sex, and only the courageous man can devote himself to it completely.

The roots of social feeling lie in the connection between the child and his mother, as Pestalozzi insisted. In his relationship with his mother the child feels his first interest for a second person; that interest must not be exhausted in his love for her, as sometimes happens. It is she who must spread the social feeling, as it were, to father, brother, sister, and to those beyond the family circle. In order to win back a child who has gone over from the useful to the useless side, it is essential to exercise the first function of the mother. It is the love-relationship alone that can give courage and make it possible for social feeling to be aroused."

### Dr. Oskar Pfister (of Zürich)

Dr. Pfister spoke on:

The Meaning of Freedom in the Light of Psycho-Analysis.

"There are powers coming from the depth of our souls, from beneath the threshold of our consciousness, which may form, as it were, an opposition

government. This compulsion may be so strong as to cause neuroses of all kinds, even to the point of theft and lies.

When a young pupil suddenly found himself unable to demonstrate the proposition of congruent triangles, which till then he had known by heart, it was found by analysis that the two triangles on the blackboard had brought the association of a coffin lid. His father had died a short time before, and when he was buried the son had seen an ornament of two triangles on the coffin lid. before his father's death the son had wished his father to die, but when this actually happened he felt the keenest remorse. The professor of mathematics, somewhat out of humour that day, had reminded him of his father. conscious began to work, and he was not able to demonstrate the required proposition.

A fear that results from sub-conscious causes has nothing to do with the fear we feel in the sight of a real danger. It is a sort of antipathy that has its cause in the soul of man, and not in the objective danger. Concerning this fear it is said in the Gospel of St. John, 'Perfect love casteth out fear.'

Often the will of human beings is bound in an abnormal way. We meet the Hamlet type, whose powers are entirely absorbed by the workings of imagination, who can never get from

imagination to reality.

Inhibition may result from removing impressions from the conscious to the sub-conscious. The assertion of the old psychology that those impressions are strongest which are most dominated by feeling, is mere superstition. A soldier in the war, who remembered how he hurried forward when he got the order to 'go over the top,' lost his memory at the moment when he entered the enemy trench and the struggle man against man began, but found it again when the trench was conquered. Afterwards he heard from his comrades that he had behaved like a savage. He had supplanted from his consciousness those moments with which his conscience could not agree.

This supplanting, caused by an ethical conflict, produces a fixation of impulse, just as a horse always shies at the place at which it has once received a shock.

Moebius tells of a glass tank in which he had put a pike and some carp with a dividing pane between them. The pike, who of course wished to eat the carp, could not catch them, but only struck his nose against the pane. When the pane was removed, he did not make any effort

to catch the carp.

The impulses, supplanted from the consciousness, do not dare to come back. They are like political criminals, banished from their own countries. Just as those criminals, when they wish to go home, will disguise themselves by putting on a false beard perhaps, or black spectacles, so will the supplanted impulse choose a disguise, and in severe cases, it may appear as a compulsory neurosis.

There are not only restraining impulses, inhibitions, but also impulses which compel to positive action; and with these begins the most difficult work of the educator. Ancient methods have no influ-

ence in this criminal territory.

A girl paid a visit of some weeks to a convent. One of the nuns was very kind to her, but she could not entirely enjoy being loved like this, because, when leaving home for the convent, her mother, who was a Protestant, had warned her not to become a nun like her sister. She realised in the love of the nun a motherly feeling, but did not dare to enjoy it on account of her mother. Suddenly she felt the temptation to rob the collection box. She tried to resist the temptation, but was at last compelled to do it. She found eightpence in it, with which she bought chocolate. She did not eat it, but threw it away, and desired to give back the eightpence, but was not able to de so. She had wished to have the love of the nun in a surreptitious way, because she could not take it openly, and instead of taking the love she took the money.

With the old psychology of consciousness we shall never succeed with children suffering from compulsory neuroses or inhibitions. Neither threats nor appeals to the sense of honour will avail. If the educator does not know the difference between naughty children and those suffering from a grave neurosis he can only work terrible mischief. I wish all of you would consider the misery of these poor children as a very serious matter. Psycho-analysis is seeking for the unconscious impulses in order to lead them to consciousness and thus deprive them of their unwanted power. Neurosis separates the one who is suffering from it from his own ethical desires and from society.

society.

Nineteen years ago, compelled by severe necessity, I planted the small tree of psycho-analysis on the ground of pedagogy and pastoral care, and I am happy to see to-day the fruit it is producing. Do not think of the difficulties of psycho-analysis, but of the responsibility all of you have for the souls of children. I wish with all my heart that your work for these poor suffering children may be blessed, as any other true and serious work for the sake of mankind is blessed."

Dr. Ovide Decroly, Professor at the University of Brussels, Founder of l'Ecole pour la Vie par la Vie.

Speaking on "The Problem Child," Dr. Decroly said: "The child who is 'different,' who needs a special régime, is found in a much higher percentage among all children than many people realise. Some people say it is better not to separate these children, that it is good for the difficult children to be with the more gifted ones, that it gives them an example to follow. I believe that such people have only observed a mild type of difficult child; they have not, as I have, lived in really close contact with persistently difficult and abnormal children, those who are always making trouble for themselves and others, who cannot co-operate with others, who are always soiling things, breaking things, soiling themselves and others, who are incapable of grasping the idea of social life and

what its demands are. Many factors enter in-their native endowment, their home environment, early education and If we admit that there are these children, how are we to tell them from the others, the merely slow ones? Binet, the great psychologist, who devised the mental tests in this field, gave us as a criterion that a child was more than merely slow if, before the age of nine, he was more than two years behind in his school work, and if, after the age of nine, he was more than three years behind. This gives us a basis to work on, and it is important that we begin trying as early as possible to detect these types.

We must try to perfect our means of detecting the defective child, and to do so earlier than we yet have. The easiest symptoms to detect are those of sensory and motor troubles. The eyes of the defective child reveal a good deal to the experienced observer, but not everything; its movements, its way of grasping objects, give further indications. The best way to learn to detect abnormalities in very young children is by film studies of normal babies and their activities. Interesting studies are being made in Vienna just now of the curve of a normal child's sleep. In this way we are learning how much and when a baby ought to sleep. An inert child who sleeps continually has something wrong with him just as much as the child who cries continually.

The mistake which was frequently made with abnormal children was to give them the same curriculum as normal children only at a slower pace. I believe this is unsound. We must give these children concrete situations to deal with, the situations that arise in life. The school environment should reproduce life processes; even if the children are so defective that they cannot understand life problems, they must acquire the necessary habits for the environment in which they have to live, and, for this, understanding is not necessary. They can acquire habits of cleanliness, order and good behaviour, without having long explanations given

to them of the reasons why these are desirable. The abnormal child, especially, should have a school environment in which he can find courage and energy to work. If he is defective, and has become discouraged with study, it is all the more reason why he should be given simple concrete tasks on which he can concentrate, in which he can see that he is capable of achievement. The defective child should not be allowed to learn discouragement. It is for this reason that he should be segregated, given an environment in which he can function."

Speaking on "Mental Tests," Dr. Decroly said: "They are important as tools in detecting the mental condition of a child. The fact that a child of six has a mental age of only five does not necessarily mean that he is seriously defective, but it is a symptom that we should watch. It is an indication of mental trouble that may become serious. It is better to learn such things before the child is retarded by two or three years. We also get indications of a child's strength as well as of his weaknesses, and it is equally valuable for us to know the children from whom we can expect more as to know those from whom we must expect less. It is evident that so delicate an instrument as a mental test needs a trained hand to manipulate The individual test, the collective test, so largely in use in large public school communities, the analytical tests originated by Rossomillo in Russia, are all of value in education and should be retained and perfected.

One of the difficulties in the way of good testing is that of eliminating personal factors, especially when the teacher does the testing, and for this reason a uniform technique of testing (largely the work of American psychologists) has evolved something impersonal and standardised. They have also become more differentiated, recognising the different types of ability, the verbal which depends on facility for language and on ability to memorise, the manual ability, the social ability to co-operate, to get along

with one's fellows, to organise and lead them. Thorndike has done important work in stressing the different types of ability, especially the manual type. Our experience confirms his, and I have often found that a child who did very poorly in his primary school years did very well when he reached the vocational school and could use his manual ability."

Dr. Eleanor Crosby Kemp, Director of the Psychological Centre of the New York League for Mental Hygiene of Children.

Dr. Kemp gave a series of exceptionally interesting lectures on Mental Hygiene, which were keenly followed by a large audience. Lack of space alone prevents us from reporting them at length. "The teacher as well as the parent must be free from repressions, and consciously work for a high social ideal if the child is to be wisely freed, and his energies directed towards the fulfilling of a happy and useful ideal of life. Instinctive urges, if repressed, may cause neurotic symptoms, ties, phobias, or bad habits. lying, tantrums. Creative art, music, dancing and the drama should be correlated with the ordinary subjects of the curriculum. These cultivate the emotions and will, and give joy to the student, who is too often merely trained on his intellectual side. Parents as well as teachers should know when certain instinctive impulses are apt to appear, so as to co-operate wisely in freeing and directing the child's energy, and so work together for the integration of the mental life of the child."

Dr. H. G. Hamaker (Utrecht)

Speaking on "Difficult Children," Dr. Hamaker said: "Difficult children are those whom their teachers or parents or both accuse of such things as laziness, dullness, immorality, disobedience to rule, general rebellion against authority, destructiveness. We see the child negligent and careless and we say he is utterly lazy; we see him backward in his work, and we say he is stupid and cannot learn;

we see him telling lies, and we say he is depraved and wholly untruthful; we see him unmannerly, and we say he is inherently vulgar, coarse and 'low'; we see him disobedient and with a general attitude of defiance to authority, and we say again he is depraved, 'a bad lot.' These conclusions are wrong; we must go deeper to discover the real causes of these actions.

Negligence in the child may be accounted for by disease of the mind or of the body; lack of food or wrongly chosen food; poisoning by smoking or the taking of alcohol; mental exhaustion caused by too long hours of continuous strain or by lack of sleep; lack of power to concentrate willingly on a subject in which he does not feel particular interest; confusion of the mind through multitudinous interests in his life, which divide his thoughts to such an extent as to produce a kind of paralysis of the mind; inhibitions, caused by emotions such as fear; inability to express a latent trend of mind, or repression of a strong natural bent towards his future life-activities; inferiority complex; an exaggerated opinion of his own powers and abilities, perhaps fostered by a foolish parent, which makes him think it unnecessary to work to his full capacity; the fact that he is unequal to the tasks set for him, loses heart, does not work and is dubbed lazy. Backwardness may be caused by mental or bodily diseases; poisoning; mental weariness; inattention; inhibition through timidity, cowardice, prejudice; emotions such as fear, disillusion, disappointment; overlooking the obvious by searching too deeply for a difficult answer; lack of knowledge; real stupidity. Untruthfulness may be shown in its own self-interest by the child whose love of truth is not yet developed; it may be caused through fear of punishment, ignorance and lack of critical power; fertile and lively imagination; desire to excel or to stand well with his fellows or teachers though lacking in the qualities necessary to achieve this; strong primary function (the impression of the moment

dominating); suggestibility; absence of moral standards and character. In the same way, different causes might be given as explanation for disobedience, rebelliousness, destructiveness and other forms of bad behaviour.

I wish to state that these findings are largely the result of my own experience, and are not necessarily conclusive, but in order that educational science may be lifted to the same plane as the medical and other branches of science, it is necessary that teachers should form themselves into a band of critical observers applying their theories to practical issues so that these statements may be amplified and rectified. This can be done without any scientific apparatus by teachers who are willing to use and apply their ordinary faculties of observation, criticism, deduction, etc., to the cases to be met with in everyday life."

Miss Gillette Hardy, Vice-President, The

Teachers' Union, New York. Speaking on the "Psychological Freeing of the Teacher," Miss Gillette Hardy said: "Our general systems of education have reflected the tendency of the nineteenth century to recognise and respect only what could be formulated in words or measured in figures. The spirit of man, whether in the teacher or in the child to be taught, since it cannot be formulated, has not been honoured. The New Education has arisen from the needs of the spirit calling for the restoration of what it had lost.

The teacher needs a wealth of actual first-hand experiences in the world in which he lives, and to which the new school aims to introduce the child by beautiful and natural stages. The good teacher will know people and machines, he will feel richly in the spheres of colour and line and music and drama, in which he will not only know the best that is available, but will have tried in some degree to create something expressive of himself. The good teacher will know deeply his own social environment and, broadly, travel will have given him knowledge of others. Books will not have been depended upon to give him these things vicariously, though they may introduce one to much, but books of worth should also give a direct experience of ordered thought and of human emotion. The good teacher will not be dependent wholly upon language, but able to use his hands in some of the crafts, which are at once an expression of personality and a means of leading others. Above all, the good teacher will have experienced love and will bring into the class-room neither starved nor repressed emotions to seek compensation at the expense of helpless children. This is the newest of the demands which we make upon the teacher, and it is not of a sort that is most easily achieved by docility. The place has been found for the active, adventurous soul who has heretofore been thrown aside or crushed by too many of our trainers of teachers. connected with this achievement of experience is the sense of joy in one's work.

In writing on New Education methods much has been made of the necessity for self-effacement of the teacher. It is true that in the classroom the teacher must appear to be in the background for the sake of the child's development. But this does not mean any kind of inactivity or passivity of thought or feeling. There are teachers, tired by traditional schools, who think this self-effacement is an opportunity to do less in a pleasanter atmosphere. It cannot be made too clear, that the teacher who is setting the child's environment, and stimulating his creative powers, must work far harder than the one who is dramatising himself and his knowledge, before a group of quite passive youngsters. These teachers are the ones who lose control of the groups entrusted to their charge and, in discouragement, fall into more or less obscure illnesses or return to the old-fashioned dictatorial methods with renewed zest.

The self-effacement for which the new schools are really seeking is the selfeffacement of the scientist before his

problem. The new teacher is not less scientific than the good teacher of the traditional school, but his centre of interest is different; instead of an abstract pedagogy or an equally abstract 'subject,' he bends his research to the reactions of the individual child and his powers of generalisation to the problems of growth under observable conditions. To those who are striving in the new schools to build the environment best for the diverse developments of individual children, research into the 'laws of learning' or eye-span in reading or a thousand other subjects is enormously important, but secondary. They are of primary interest to graduate students and research workers in universities; it is important that the teacher of children should have ready means of access to the results of such studies. But the primary object of scientific interest to the teacher is the best obtainable means of observing and understanding the individual child. And we believe that the abstract studies will be immensely more fruitful, when they are undertaken by mature graduate students who have experienced the actual classroom situation.

Last in this long list of desirable qualities I should place authority, but not in the form of discipline as it has been understood. The authority of the true teacher has always been that of leadership, the authority that is created in the mind of the disciple from the love of his master. Whether this is understood in a religious sense, or, in analytic terms, as a transfer of the emotions, or practised intuitively, as it has been by the finest teachers, without a name, this is the authority which leads the child to

a social personality, to powers of expression of which the teacher himself may not have dreamed. The value of the New Psychology lies in giving the teacher an understanding of the means by which this love may be awakened, particularly in the difficult or unhappy child, and better yet, the power to recognise the time for weaning the child from this love into a broader social life, last of the means to help the child to attain his adult independence."

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## Freedom Through International Understanding

## History: A Social Study

We can attribute many of our wars, many of our European tangles, many, too, of our sordid social conditions, to the ironfisted teaching of history in the schools of yesterday. The platitude that our own nation has always been in the right, that our own national history was the only history in the world worth studying, together with the fallacy that learning uncorrelated historical facts was history, have given rise to youth's dislike of anything connected with the word "history," and, still worse, have erected barriers of misunderstanding, and consequently of mistrust, between nation and nation. We are only just beginning to realise the tragedy into which our ignorance, superstition and incredible narrow-mindedness have plunged us.

The New History Teaching.

Happily, a new school of thought is making headway. Leaders of education in America and Europe are now turning their attention to this vital matter of history teaching in schools, because they realise we must make our choice between nationalism, leading to war and the ultimate destruction of civilisation, and internationalism, leading to a union of states and countries pledged to respect each other and to work for the well-being of mankind. The teaching of history must, therefore, be freed from national bias, false patriotism and blind acceptance of what the text-books tell us. History teachers need to be men and women of wide vision, men and women who have made contacts with peoples from other lands, who are, of course, experts in their knowledge of their own subject, but who see their national history in its true position as regards the history of the world.

A special study group for the consideration of new methods in the teaching of history was very much welcomed by the small group of Conference members interested in this aspect of education, and we were particularly fortunate in having in our midst Mons. Otlet, of the Palais Mondial, Brussels, and Dr. Harold Rugg, from the U.S.A., both of whom are doing experimental work along these lines.

Dr. Harold Rugg, Social Studies.

Dr. Rugg stressed the need for a unified course of social studies which should combine history, geography and civics, each of which is so interdependent on the other two that they become valueless unless studied as a whole. Young people must be prepared for the many and relentless demands of our social and industrial life, and they cannot be so prepared without a complete reorganisation of the social studies. Dr. Rugg is at present re-writing history text-books for the schools of the U.S.A., and the method he employs augurs well for the success of his work. Unlike the old writers of text-books, who depended on their own wisdom or folly to guide or mislead, Dr. Rugg has collected a group of fifteen people to work with him, each of whom is an acknowledged expert in some aspect of the social studies. gether they are examining the old history text-books and are compiling correlated courses in the social studies psychologically suited to the needs and interests of the child.

Mons. P. Otlet. Race History.

In Europe Monsieur Otlet has done invaluable work for the benefit of history teaching. His belief is that the community at large must be led to take an active interest in the study of the human race, and in order to inspire this interest Mons. Otlet has spent many years develop-

ing in Brussels the Palais Mondial, a unique museum of pictorial history. In this he has set aside different halls, each one illustrating some epoch in the world's development, so that the whole museum gives in visual form the story of man's progress through the ages. It is used by all the schools of Brussels and by men and women the world over.

Miss Cornell. History "Cores."

Miss Cornell, of the Francis W. Parker School, Chicago, gave a particularly interesting and valuable contribution to our studies in her practical suggestions of how new methods may be treated in the classroom. She completely shattered the old system of instruction in historical facts and replaced it by a sane, progressive and inspiring scheme which she herself has tested and found to be prac-Her main theme is that since history is the story of man's social existence, and since the social growth of the child is the crucial factor in education, the "core" of work during the first six years at least should be an historical unit. Certain requirements must be borne in mind when selecting this "core." must be such that a few crucial points may be selected, and it must be rapid enough in movement to hold the child's interest. Further, it must be a problem the child needs to try to solve, and it must hold within itself sufficient material for all the child's activities. Last, but not least, it must be adapted to the psychological needs of the child. practical example of such a unit as used in the Francis Parker School is "How People Have Solved their City Problems." This is taken as the basis of work in the first or second year of the Junior High School, and around this central core are correlated not only the history, but the geography, literature, art and handwork in a unified course of social study. actual historical theme traces city life from away back in ancient Thebes, Athens, Hienyang and Rome up through Florence and London of the Middle Ages to any modern city with which the

children are familiar. The scheme is rich in its possibilities of obtaining historical atmosphere and gives an enriched conception of how our cities grew, of what their problems are, and of the child's own position in modern society.

## Miss Hallsten-Kallia and Dr. D. Mackay.

International-mindedness.

A special group meeting was set aside for the consideration of the League of Nations in schools. Dr. Mackay, of Scotland, stressed the need of "international-mindedness," and Miss Hallsten-Kallia, of the Secretariat of the League of Nations (International Co-operation Section), sketched the League's work along these lines. She said that in 1923 the Assembly of the League first asked the various governments to bring to the attention of school children the basic facts of the League, and a sub-committee of experts was created to assist in the work of spreading reliable information about the League. This committee has since published a series of recommendations which may be had from the Secretariat at Geneva. It is particularly important, however, that people should realise the danger of unauthorised propa-Well-meaning organisations in various nations have harmed the League by these means, and the committee lays great stress on its belief that the success of any teaching about the League lies in the hands of the teacher. While the League will provide accurate material and information it must be understood that such subject matter is impartial, and that opinions must come from the children themselves, and not from outside authorities.

### Madame L. Florov

Madame Ludmilla Florov gave an interesting paper on the possibilities of using progressive methods in history teaching in an ordinary school, and she illustrated her address by a variety of expression work which she herself had obtained from her pupils in a high school in Roumania.

# Freedom Through Method

Relatively little freedom is possible in the orthodox school where subject matter is presented in diluted doses to classes of from twenty-five to sixty children. Modern psychology having demonstrated the marked differences in capacity and speed in learning between children of the same age, teachers are trying to individualise instruction. It is important to guard against two dangers,—that of standardising auto-didactic material and putting it on the market in such a form that it will become as sterile as the "text-book," and that of accepting a whole system regardless of the national, psychological and social background.

The organisers of the Conference presented to the members the best known material, plans and techniques, with illustrative exhibits, in order that members might appreciate the fundamental basis of individual work and be stimulated by this diversity of expression to take from each what suited their

individual requirements.

More has been done to free the timetable of the child under twelve than that of the child over twelve, partly because it is sounder policy to follow the lines of evolution in this way, and also because examination authorities have not as yet realised the need for drastic changes in the form of school-leaving examinations.

#### CHILDREN UNDER TWELYE.

There are two main classifications of individual work in the Primary School:

(1) Free Work

Based on the Dewey philosophy, generally known under the heading **Project Method**,\* in which the native interests of the child are used as incentive to work; this is much used in the U.S.A. Under the same heading comes the

Miss Gail Harrison, late of Lincoln School, New York, discussed the new methods in the primary schools of the States, with special reference to the work of The Lincoln School, in which the curriculum has undergone much testing in the light of the social needs of modern life. The curriculum is rich in activities—the making of play villages out of packing boxes, the construction of boats and bridges, the care of animals, etc., during which the usual school skills are constantly practised in an atmosphere of interest and purpose.

## (2) Auto-Didactic Methods

Under the second classification of autodidactic materials many methods have been evolved.

Decroly Method. + Dr. Decroly, Professor at Brussels University, first evolved his method in teaching backward children; it had such success that he applied it to normal children. It is now used in his own private school in Brussels, and also in many of the State schools in Belgium and elsewhere. The basis of the method is that children should be educated for life by life. The child is a primitive and his native interests centre round (a) shelter, (b) clothes, (c) food. Accepting these as the centres of interest the environment is used to stimulate study; in a town children realise that trains, boats, factories, shops, are chiefly occupied in providing for man's primitive needs. Play is the natural method of development for all young things, and therefore the curriculum is organised around the needs of children in the community, and the child acquires reading, writing and arithmetic not as such, but as needful processes in the pursuit of his occupations.

<sup>\*</sup> See "New Era," July, 1926, and "Education Moves Ahead," E. Randolph Smith.

<sup>†</sup> See "New Era," April, 1922, and "The Decroly Class," by A. Hamäide (Dent).

Montessori

Dr. Montessori was not able to be present at the Conference herself, but was represented by Miss Roubiczek, of Vienna. It was stated that Dr. Montessori has liberated the child as a social being; she approaches the child with love and devotion; she can feel his inner needs. Dr. Montessori has created a didactic apparatus which trained Montessori teachers have found corresponds to a child's inner It is often said that Dr. Montessori is dogmatic, but this is not so. Her attitude is that of the scientist who, having discovered fundamental laws, asks these to be followed exactly if certain results are desired. These laws are so revolutionising our traditional concept of education that generations must still work to follow to the full the ways she has indicated. Above all Dr. Montessori has taught us to observe children and to distinguish their fundamental characteristics from those which are only reactions to false environment. Not the education, nor the method, nor the system, ought to pre-occupy us, but the child. As a personality the child is almost forgotten under the old system of education; educational processes have usurped the place of the child.

Chelsea Apparatus\*

Miss Jessie Mackinder, Headmistress of the Infants' Department of the Marlborough (L.C.C.) School, Chelsea, London, described how she had been inspired by Montessori, but realising that her apparatus could not be adopted by State schools, owing to the burden of large classes, to lack of money and to lack of understanding in the public mind, she determined to create a method which would free the children in State schools in spite of the many obstacles. She initiated a scheme of "individual" work.

It was found that children of about five years of age could teach themselves the sounds of letters by means of pictures illustrating these sounds. The children could then train themselves, by using other pictures and words, to synthesise these sounds and build up words. Then, by means of self-explanatory phonogram boards, they could discover the sounds of thirty-six double symbols such as "oa" in soap, "ea" in bead. Thus equipped the child could work out, alone, 75% of the words he would encounter in books within his comprehension. By reading, or perhaps by "building up" the words in many easy short stories, he becomes a fluent reader—reading for interest. Other subjects can be attacked similarly. The teacher plans the material for the child's use; she isolates each difficulty, so arranging the apparatus that the attainment of one goal is the child's qualification for the privilege of attacking another difficulty.

Children who have worked in this way become eager and enthusiastic. They are habitually industrious because they have continually before them the joy of past achievement and the anticipation of certain success as the result of further effort. They have joyous self-confidence and that sense of comradeship which comes from a closer relationship between the individual child and his teacher, and

\*" Individual Work in Infants' Schools," by J. Mackinder (Cassel). Apparatus from Philip and Tacey.

also between the child and his colleagues. The teacher becomes the helper and is no longer a taskmaster.

The Winnetka Technique

The Winnetka Schools, Ill., U.S.A., under Dr. Carleton Washburne, have originated a set of auto-didactic practice books by which the fundamental skills, such as reading, writing and arithmetic, can be largely acquired by the pupil's own efforts.

In giving an account of this method Dr. Washburne said: "If a tailoring concern tried to make all clothes of the same size we should have some people whose clothes would be hanging on them like scarecrows, others whose clothes would be too small for them. We could not patronise such tailors or dressmakers in business. They would say that we were not average-sized people, but we should laugh at this excuse. However, our schools constantly use this logic; they say the child is a misfit if he does not fit the curriculum as organised. We fail to make the differences for children's minds which we insist on making for our bodies, styles and appearances, yet the differences in minds, as shown by the Binet and Simon tests, are greater than differences of body. The organisation of the schools is based on the assumption that children in any grade are absolutely alike. Our investigations show that the differences within any class are three or four times as great as the differences between class and class. To prove this it is possible to take an achievement test in any subject-geography, arithmetic; you will find there is a range of at least four years in the children's achievement. Is it not absurd that we do not act upon that knowledge? We know the psychological effect of branding as a failure a child who cannot complete a year's work in a year; for the child this is like a petition of bankruptcy. Harm is done, too, when we give a child work below his capacity and reward him for it. We are content that a child who is promoted to a higher class should know only 75% or 80% of his work.

In the Winnetka Schools we keep the group and creative activities apart from the mastery of knowledges and skills. Through the former they have an opportunity of free expression, but every child must also have a knowledge of reading, writing and arithmetic, and these are studied on an individual basis. Since children are not alike, if we want them to give the same results, we must give them a differing amount of time; if we give them all the same time, they will achieve differing results. The ordinary school system makes time a constant factor.

The Winnetka Technique is relatively simple and necessitates three definite steps which can be taken

with perfect safety by anyone:-

(1) Specifying very definite goals. We pedagogues speak in general terms, instead of specific ones; we are apt to be fuzzy-minded. We ought to specify exactly what it is we want the child to know, e.g., that in the third grade he should be able to add figures so many columns wide and so many figures deep with 100% accuracy. If we feel it is important he should know who discovered America we should make quite clear to ourselves which particular facts about the discovery of America we want him to know. There is a whole-

range of subjects, the creative activities, in which we do not want children to be alike, in which we do not want to standardise them, but we do not want a child to leave school thinking that Paris is the

highest mountain in the Alps!

(2) Preparing complete diagnostic tests to find just where each child needs help. If there are a hundred ways of putting certain numbers together, in the Winnetka Technique the child is tested every one of those ways. He must be 100% perfect before he can go on to the next step. If he makes mistakes he is referred, for instance, to the part of his book which gives him further practice with those particular combinations of figures in connection with which the error has occurred. Thus, in history, specific facts are asked in the test, and there is only one right answer. When you are sure the child has his 100% of facts right, he can be asked to write what he knows about a certain subject. His failure to give all the facts when the question is put in that way may be due to his being a bad psychologist and not understanding, therefore, what you are after, or it may be because he cannot express himself.

(3) There must be proper text-books that the child can understand himself. Self-instructive text-books are absolutely necessary. In the Winnetka Technique the child corrects himself. Each child moves forward as an individual. If Section A of his work is 100% correct he does not need to do B containing further practice; if he makes mistakes in B he will need to do C containing still further practice.'

La Maison des Petits, Geneva, working in connection with the J. J. Rousseau Institute, possesses a very valuable collection of apparatus of all kinds for the teaching of young children. One special feature, described by Mlle. A. Oderfeld, is the "fichier d'images," which is very suitable for individual, auto-educative study in educational libraries and libraries for children. It is composed of a comparative series of pictures, provided with explanatory, wording containing statements with explanatory wording containing statements which can be directly verified, and some short, clear, general notes. The series of pictures shown during the Conference represented the history of furniture and dress. The rhythm of development, the disappearance and return of certain characteristics, can easily be observed, as well as the connection between the forms, ideas, and institutions of those who created them.

To renew the materials for teaching history and perfect the methods of instruction, we need an analogous documentation of a very varied character

for both past and present.

The collaboration of all countries is indispensable for realising this idea, and the Bureau International d'Education, Geneva, is forming a special committee to co-ordinate plans for obtaining international material for this purpose.

Dr. Jessie White has also applied the principles of individual work to special auto-didactic apparatus, which is described in a series of booklets.\*

Miss Luke

The individual infant apparatus made by Miss Edith Luke, Infant Mistress of Method, Dundee Training College, aroused much interest. It consists of an ingenious and comprehensive set of reading material in thirty-six boxes, another set of number apparatus in fifty boxes. Most of the material is home-made, from match-boxes, matches, beads, picture postcards, etc., and made most attractive by the decorative use of coloured wall-papers of good design. It can be copied or adapted by any teacher for a nominal outlay. Further information can be obtained on application to Miss Luke, or by referring to "The New Era" for October, 1926, pp. 162-4.

Cruickshank Apparatus

Mrs. Anderson, of Milletus Road School, E. Acton, England, has originated valuable apparatus for the teaching of reading, which can be obtained from Philip and Tacey, 69, High Street, Fulham, London.

Miss Cook, of St. Martin's Girls' Council School, Dover, has prepared apparatus and uses it successfully in her school in the work of the juniors, 7-11 years. Many teachers have felt that this is a period of school life which has not yet been dealt with in the Elementary School in a way which follows worthily upon the free and self-directive methods now happily in such general use in our Infants' Schools. The delightful spirit which characterises the life of the little ones in the modern Infants' School must be reflected in the Junior Stage, and as her aim is to minister to this wonderful thing that we call Growth, Miss Cook has endeavoured to give an environment by which she hopes to secure balanced growth. During this stage, 7—10, there must be a mastery of the Instruments of Learning, the 3 R's, and these must be acquired by being used. The child's consciousness now functions through activity, and as this in itself is a basic fact of life, purposeful activity is made the bridge of development at this interesting stage.

Equipment of Room for Children 7-8 years

Four large tables, each 5 feet square, coloured blue, green, brown and yellow. Twelve chairs arranged at each table. With each colour is associated a special subject of the curriculum.

Writing and Spelling. Green Corner.

Reading. Brown.

Poems and English Cards. Yellow.

Arithmetic. Blue.

There is no rigid time table. Apart from 20 minutes for physical training the whole of each morning from 10—12 o'clock the child is free to work at the tables according to her own initiative and selection—not by prescription.

Apparatus Reading Books are graded and catalogued.

Child keeps her own Reading Diary.

Interpretation Slips (home-made) for oral workdramatic form.

Writing Copies in portfolios, graded and pro-

gressive (home-made). Spelling Slips—the sentence as a unit (home-made). Poems-Portfolios containing a big selection which children have previously heard.

manuscript cards.

<sup>\*</sup> Auto-Education Guides (Auto-Education, 46, Great Russell Street, London).

Composition Cards. Planned to take advantage of the child's interest, and also to take her along the road which the teacher wants her to travel. Graded Cards for Language Training.

Booklets for work in English. Arranged so that children get soaked in the idea of Form— Sentence. Paragraph. Chapter.

Language Exercises so that children are trained to make an orderly arrangement of details, so as to bring out a main impression.

Language Boxes. Exercises in sentence weaving. Exercises in selection of the apt word, etc.

All these are home-made.

Arithmetic. Graded apparatus of self-corrective (Obtained from Dr. J. White, see page 155.)

Reference Sheets in which the stages are outlined so that the child knows with which piece of work she is to proceed.

Home-made Arithmetic Cards to supplement Text

#### CHILDREN OYER TWELVE.

#### Dalton Plan\*

Helen Parkhurst was unable present at the Conference, but the Dalton Plan was represented by Dr. Lucy Wilson, who described the Dalton work at her High School of 2,000 girls in S. Philadelphia. Teaching must be so individualised as to meet the needs of the various children. The Dalton Plan is a good tool—a tool that can be misused, but a tool which, with the loyal co-operation of the faculty of the High School, has been used with great success notwithstanding the many special difficulties of this school. For the 2,000 pupils there are eighty-four teachers and forty classrooms, mostly still furnished in the old style. Seventy-five per cent. of the pupils do not use English in their homes. The chronological age of the entering pupils is thirteen to fifteen, but their mental age is nine to eighteen. The pupils with mental age of nine, ten and eleven are separated from the more normal aged pupils for the five or six years that they are in the school. They learn what they can learn easily, and undertake some purely mechanical work, such as filing, typing and the like. This group is perhaps the happiest and most homogeneous group in the school.

The school does not favour mechanical, wholesale mental testing, but three teachers have been selected from the staff for guidance work—one who is especially wise spiritually, another with a certain amount of worldly wisdom and some psychological training, and another who has the ability to organise anything. If a child is failing, she is sent to consult these teachers, who try to find out the cause

of the trouble and to re-adjust the child.

The by-products that have come from the Dalton Plan have been found to be better and harder work on the part of the students, working at their own pace with their guidance sheets in each subject and with freedom of movement for both student and teacher.

Each teacher can go where she is needed. Sometimes when work has reached the point where an explanation is needed, the whole group gathers round

\*" Education on the Dalton Plan," by Helen Parkhurst; "Education for Responsibility," by Lucy Wilson.

the teacher—at other times the teacher moves among the pupils giving assistance where necessary. Pupils use the library, gymnasium, laboratories and craft shops freely. Since the Dalton Method has been in use the library has been used so much more that the librarians have been increased from one to three and the number of books read has been phenomenal. There has also been a greater correlation between theoretical and practical work. The girls, for instance, examine in the science laboratory the textiles they will use in their dressmaking class. Emphasis is also laid on social activities. Girls are elected hostesses in the different classes, and it is their duty to attend to visitors who come to see the school.

Besides offering advantages to the slower pupils, the Dalton Plan has gifts for the clever pupils. The best students of every year are given full freedom and are expected to assume a corresponding degree of responsibility. In all the work of this school the two main principles have been, firstly, to give the child an individual education in a social environment, and secondly, to accustom the child to the fact that liberty involves responsibility. John Dewey has perhaps phrased the school's ideal better than anyone when he said: "That which the best and wisest parents want for their children, the community must want for its children. Any other ideal is unlovely and destroys democracy.

The Jena Plant

Dr. Peter Petersen, formerly of Hamburg, gave an account of the work in Jena. The school attached to the Jena University consists of 250 children of both sexes and of all denominations and all classes. The children are divided into seven or eight groups instead of classes, but within a group children are of different ages and varying abilities. This is a great advance on the old class system and makes for a more vital exchange of forces within the group. Each group has a school living room (in contrast to the Dalton Plan); there are also laboratories, craft shops, gymnasium, etc., for common use. The children within a group are not forced to progress together at the same rate, but work independently. Within each group sub-groups are formed on the basis of friendship, common interests, or because the group organiser has drawn attention to the common purpose of the work in hand. Observations show that children form groups of five to six at most, but that they prefer smaller groups of two or three. The children group themselves differently for different subjects. The boy who is leader of a group in craft may be only an active member of the mathematical group and a passive member of the geography group. Every new child is placed in contact with a "god-father" or a "god-mother," who will help him should difficulties arise. There are two work periods in the mornings of 1 hr. 35 mins. each with a break between.

For every branch of study there is an "Elementary Grammar," the mastery of which gives a child the right to continue in the subject and to use apparatus and instruments freely.

<sup>† &</sup>quot;Der Jena Plan," by P. Petersen (J. Beltz, Langensalza, Germany).

The Plan has resulted in the formation of a threefold rhythm of the day, week and year. The weekly work increases from Monday to Saturday. Blue Monday, the day on which children all over the world seem disinclined to work, is devoted to arts, crafts, music, etc., the work becoming increasingly concentrated on the more mental subjects as the week progresses. The work time-tables for the day, the week and the year have been made in accordance with the work-curves revealed by modern psychology. These time-tables seek to follow the natural rhythms of the child's vitality and inclinations. For instance, it has been found that the output of a child's work does not decline towards noon as has been thought hitherto; also that the work which a child will spontaneously undertake in May, for example, is different from the work he will choose in December. A wide field of possibility is opened by these researches. If we can find the way to co-operation with the natural rhythms of life, with Nature herself, we shall have taken a big step in the conservation of our forces and the release of capacity in the child will be facilitated.

Class-Community Education

Dr. Paul Dengler, Director of the Austro-American Institute of Education, Vienna, spoke of the class community work in the secondary school.

The children who enter the secondary school at the age of from ten to twelve years, are gathered into a class-room in groups of thirty, or forty at most, wherever possible, boys and girls together, without special selection of any kind. Brilliant, average and poor talents, all social classes, all creeds, give the right kind of blending. The classroom is made into a home by the group itself, and is decorated with flowers and pictures. The classroom home is only deserted for single lessons in which the particular kind of study-material makes it impossible to remain. Forms are not allowed. Individual separate tables that can be placed together, with lids that can be locked, are grouped (usually in a circle) round the teacher's table standing in the middle of the room. The school community is gradually given a greater and greater degree of self-government. They choose their highest leader, and decide on a division into several sub-groups, each of which has a chosen leader. All offices for the administration of the schoolroom, the library, etc., are allotted and controlled by the school community. Gradually the pupils themselves take over the free right of decision concerning punishments, and finally mutual criticism of work and the arranging of notes. The direction of study is everywhere and on principle given over into the hands of the community, which is responsible for it, and the teacher retires into the background as far as this can be done without ill effects. teachers of the different departments of study of these pupil-groups unite likewise in a community, and under the presidency of a first among his peers take counsel concerning the co-ordination of the lessons in their matter as well as their form. Each pupil of the group becomes for them an object of common attention, and by continual exchange of observations they are able to understand and to define individualities, and to deal with them according to their own peculiar qualities. Finally, the sixty to eighty parents of each group form a parent community in miniature. They constitute a living

member of the class-community and receive advice, help, and stimulus in a thousand different ways. They attend the lessons as often as they like; they have their pedagogical library; they fill in observation sheets, and even write essays on educational subjects. The constant interest of the parents (this parent education) brings harmony into our dealings with the soul of the child. It is this element alone that can obviate the conflicts which often arise through the opposing attitudes of parents and school,

occasioned merely by ignorance.

In the first days of the first year of our experiment (now three years old) we called together all the parents and put our thoughts before them. We did not speak of parent education, for such a term sounded to us too arrogant; we all feel, parents and teachers, that we must educate one another, learn from one another. And, indeed, many a homely mother, during these three years, out of her own deep experience, out of the depths of her motherly heart, has been able to indicate to us the right way of treating her child. They form a big family in which each knows the other. They have communal meetings, which it is their duty to attend, and from which not one father and not one mother is missing. They have a Mother Committee which gives help to those who are not so well provided financially; this assistance is arranged in such a way that the giver does not know to whom he gives nor the receiver from whom he The hearts of the parents open most receives. readily on the discussion evenings in which they alone are the speakers; they ask questions, enquire counsel, and lay bare freely all that concerns them. In all this there is no difference of any kind for

class, creed or politics.

A three-fold class-community of this kind is a cell; all grades and ages fashioned into similar cells of an organism produce of themselves an incomparably strong, firmly established school-community.

In it there ripens gradually and wondrously the precious fruit, independent human beings, freely individualised, hence deeply permeated with a social sense—free personalities.

#### The Howard Plan \*

Dr. O'Brien Harris, Headmistress of the Howard School, Clapton, London, explained that the Howard Plan was an attempt to give, within the limitations of an ordinary "municipal" school, freedom and wide educational opportunities whilst maintaining "educational efficiency" as tested by matriculation examination. It is noteworthy that at this school matriculation can be passed without the necessity

The method so arranges that each pupil may pass through the school course at his own pace in each The key to this is the division of the subject. work in each subject into stages fewer in number than the time-units (terms or half-years). pupils are organised vertically into houses (e.g., Athens, Rome, Florence, etc.), which are the units for social life and for guidance. Class lessons still form an integral part of the work, but they take up only a part of the school day, leaving time for practical and artistic work and intellectual pursuits of cultural value.

<sup>\*&</sup>quot; Towards Freedom," by Dr. O'Brien Harris (University of London Press).

# Freedom Through Co-education

A series of group meetings was held to discuss the problems of Co-education. The chair was taken by Miss Isabel King, of Frensham Heights School, Farnham, Surrey. Summarised versions of the addresses are as follows:—

Mr. Basil Gimson\* (Bedales School, Petersfield, Hants)

A defence of Co-education is no longer necessary. Probably few members come to the Conference as opponents of the principle of educating boys and girls together, but rather as fellow workers and fellow inquirers into a new educational movement.

Among the principles of the New Education Fellowship is the declaration:

The Fellowship advocates the co-operation of the two sexes both in and out of class hours, whereby opportunity may be given to each sex to exercise to the full its beneficial influence on the other.

My purpose is not to defend Co-education against imaginary opponents, but to suggest problems for our subsequent discus-

sion in the study groups.

The following remarks apply chiefly to Secondary Co-education, because critics are agreed that this is the critical stage, when problems appear most acute. Extract from Report of the C.O.P.E.C. Commission on Education for 1924:

Co-education for younger children has almost everything in its favour. Co-education in Colleges and Universities is making headway and has comparatively few opponents. It is about the education of boys and girls from 12 to 18

that the battle rages.

We may conveniently consider

(a) Problems of co-instruction,

difficulties connected with class teaching, mental and physical, including games;

(b) Problems of co-education proper,

arising out of social activities of boys and girls, when they are left to employ their time as they will, and when opportunities arise for

\* Mr. Gimson's paper has now been published in full. "Problems in Co-education," price 6d. (postage 1d.), from New Education Fellowship, 11, Tavistock Square, London, W.C. 1.

expression of individuality, for formation of character, and for the real development from children to men and women.

Education up to recent years proceeded on the assumption that girls needed an entirely different training from boys. We must not make the mistake of going to the opposite extreme and supposing that the training for both must be identical. We must take careful note of the sex differences:

(a) Physical differences, well marked,

(i) in rate of growth,

(ii) in date of adolescence,

(iii) in anatomical age,

(iv) in the composition of the blood;

(b) Emotional differences, less well marked, especially the aggressive instinct in boys, and the maternal instinct in girls;

(c) Intellectual differences, almost indis-

tinguishable,

variation in mental capacity probably due to divergence in interest, rather than to sex causes.

Results of these differences:

Little need for differentiation up to 12 years of age. Thereafter games are best played separately. But there is no need for girls to assume inferiority on that account.

Examples from life-saving, gymnastics,

and dancing.

In class both can follow more or less the same curriculum up to 16. During this time there is mutual benefit to be gained by presence of boys and girls in the same class. After 16 there is no need to separate them, but there should be a wider choice of subjects, and elasticity in the quantity of work required of each individual.

We are in need of further data on these questions, especially from teachers and psychologists having experience of co-educational conditions. I am sceptical of comparisons drawn from data collected in separate schools. Hence our

1st PROBLEM:

The collection of data (a) in regard to the achievements of groups of boys and girls in the various subjects of the curriculum at successive stages of school life, and (b) in regard to the intellectual and emotional differences between the sexes in their bearing on education.

One must not be tempted to overestimate sex differences. Very important to remember that differences between boy and boy, and between girl and girl, are greater than any we have mentioned as existing between the sexes.

If school organisation is sufficiently elastic to permit of dull boys and bright boys being taught together, it should be comprehensive enough to deal with girls

and their varieties of ability too.

Teacher's attitude to the two sexes in class should find no need for different It is varieties of native treatment. capacity, differences of interest in the subject that tax a teacher's ingenuity.

Education of girls has passed through two stages: first (down to 1850) in which inequality of sexes was assumed; second, which (assuming the reverse) sought to secure identical education for boys and girls. We are now probably entering on a third stage in which, while recognising physical and mental differences between the sexes, we are beginning to realise that even more important is their difference in function. Hence our

2nd PROBLEM:

How far should the general conception of the social functions of men and women affect the method of education of boys and girls.

Turning to problems of Co-education proper, one is tempted to dogmatise, and to declare that only in a boarding school can sufficient opportunity be given to test to the full the claims made on behalf of Co-education. But as this is debateable ground, let us make it our

How far can a Co-educational Day School give the benefits that we seek in Co-education?

What are these benefits?

Girls exert a humanising influence on boys, seen in various ways, while boys help to broaden a girl's outlook, and by sharing responsibilities equally to dispel that old assumption of girl inferiority. The old fear that boys must become effeminate and girls coarsened is a bogey that facts can soon dispel. Hence our

4th PROBLEM:

Is there any evidence for the assertion that Co-education tends to make boys effeminate and girls coarsened?

Another fear is that boys and girls growing up together will remain indifferent to each other and lose some of the glamour of romance. If for this we can substitute a truer knowledge of the other's good qualities, founded on wholesome comradeship, we need not delude ourselves with fears as to the ultimate attraction of (There are ample statistics relating to intermarriage of boys and girls who have been educated together at the same school.)

5th PROBLEM:

Does Co-education form a barrier to the natural development of sex-attraction?

Boy and girl friendships. Will Coeducation lead to precocious love-making between children? Psychologists point out that the "love-interest," which in young children finds its outlet in the mother, will gradually develop and broaden, the surplus impulse of affection being transferred to more and more persons. Kenneth Richmond says: "The bald question about Co-education, to my mind, is whether transference of love interest during childhood and adolescence should be to contemporaries of the same sex or of the other sex. It is of no use whatever to try to hold love interest in abeyance; it is either transferred to someone, or it regresses, with disastrous Segregation does not put off results." till maturity the awakening of sexual life; it tends to stimulate it, and force it into exaggerated forms. The moral difficulties which boys so often have to contend with are accentuated when they are living a segregated life apart from the influence of girls. Boy and girl friendships of the right kind are to be recognised as normal and healthy features of adolescent growth.

Pressure of public opinion on such friendships is salutary. Public opinion is against sentimentality, and in favour of the firmer and finer comradeship which eschews silliness and flirtation. The boy and girl in question need our help as much as our criticism. They will not ask for it; for them it is a new experience, disturbing and exciting, and they are often at a loss to know how to take it. Public opinion is the best test of conduct in such cases. Hence our

6th PROBLEM:

What are the factors which make for a healthy public opinion in Co-educational Schools?

Foremost I would put trust. We get what we show we expect. We need, on the one hand, the support of the older boys and girls, who in fact will take a pride in maintaining the tone of the school; on the other we must have the loyal co-operation of the parents. Older people can easily do much by silly questions and innuendoes to spoil the natural and matter-of-fact acceptance by each sex of the other.

How far public opinion needs backing up by rules each school must decide for itself. If our attitude is to be one of trust, the fewer barriers the better.

Mistakes no doubt there will be, but the small mistakes taken in time may save

from the big ones later on.

Finally it might be well to consider the environment, and the factors which contowards the maintenance of healthy public opinion. For example, is there a limit in numbers, above which it is no longer possible for those in authority to exercise the necessary personal control? Again, is it desirable to fix arbitrarily the proportions of boys and girls at the same school? Is it a disadvantage for the girls to be in a majority? Hence our last and

7th PROBLEM:

Does the success of Co-education depend upon numbers in schools, and proportion of boys to girls?

While we wish to see the spread of Coeducation, we must not blind ourselves to the fact that it would be folly to set up Co-educational Schools under any conditions, or with anyone who offers.

education adopted merely as a matter of organisation would be disastrous. if those in authority believe in its rightness, and are prepared to carry out its ideals with courage and wisdom, it may become a potent force in the re-shaping of the world.

Mr. Perry Dunlap Smith (North Shore Country Day School, Winnetka,

U.S.A.)

Mr. Dunlap Smith, the Principal of a Co-educational Day School of over 250 pupils, explained that he had begun to realise that what he considered Co-education was not always the natural outcome of the mixed education in many schools in the U.S.A. Some schools are co-instructional but not co-educational. such school it was possible to tell within a mile radius what was the attitude of the boys and girls towards one another by the way in which the girls dressed, used scent, painted their faces and wore jewelry, or merely by the way in which the boys walked.

The child has to go through a series of adaptations or adjustments to the world as it is. One of the chief of these is the adjustment to sex—to one's own sex and to the opposite sex in normal life. education is a means to this adaptation, but it is not always used to obtain best results, such as in schools where boys and girls are mixed but where no definite system exists for giving them the fullest benefits of intercourse with one another.

Mr. Dunlap Smith dealt with the sex problem in Co-educational Schools, pointing out in passing the problems special to America, particularly in respect of the radio, the cinema, jazz and the automobile, all of which make life so much faster for the boys and girls. hand Ford cars can be obtained for a few dollars, and the boys buy these and doctor them up and make them gay. They write them such notices as "Ladies' Entrance," "Peaches, Here's Your Car," and attract the girls, who are delighted to join in the adventure. It is easy now to "go to hell" over a radius of sixty

miles, and both boys and girls are risking their college careers by going off for bouts together. Nothing immoral is intended in saying this. It is just a matter of

" seeing the lights."

The general attitude of girls towards their mothers in America is not one of respect or admiration. There is also no looking up to the male sex. There is, now, no tyranny of the home. In fact to-day parents need to be liberated from the tyranny of their children. This is one reason why boarding schools are used—to get the children away from home in order to relieve the parents.

The speaker laid stress on the need for the creation in schools of the right situation for proper sex adaptation. Just as the two sexes are born into the same family, so they should be educated at the same schools. The children should grow up with communal interests and responsi-

bilities.

At the adolescent period special care should be taken; it is a period of revolt, a chrysalis stage with no cocoon to protect it. All the child's senses are then very acute. At this time the parents' understanding and help are all important but there must also be group adjustment and the help of the teacher is essential.

Sex consciousness develops slowly; it must not be hurried. The facts of life cannot be told in one interview, nor may the parent be the person from whom the child wants to learn. The child should be free to choose the person he will ask. Sex adjustment cannot be made at a set

time chosen by an adult.

Definite sex instruction should not be given in class by telling the children the whole so-called "truth" about sex. Who can say what is the truth? This instruction should begin in the earliest years and continue throughout life, ending only at death. Let the children have outlets, let them ask questions according to their needs.

An important fact is often forgotten by parents and teachers, namely, that not all boys and girls will marry. There are many boys and girls who, for some reason, may never marry, and sometimes

marriage may spoil a fine man or a fine woman who would have done better to remain single. Teachers and parents should be helping these young people to find sublimation in careers, or anything else which will direct into right channels the energies normally expressed in married life.

The crux of the whole problem of sex in co-educational schools is that the child must trust the teacher and the teacher must trust the child. There must be respect on both sides. All the questions must be worked out together, for none of us knows the whole truth. Teachers can learn much from their pupils, if they will maintain a humble but courageous attitude.

Herr Paul Geheeb (Odenwaldschule, bei

Heppenheim, Germany)

I will not speak to you to-day of the details of Co-education or of my practical experience of it, but of the general principles and claims of Co-education.

For the development of our children, as well as for the whole of mankind, we want freedom; freedom as a means and as a foundation for education. Nietzsche once asked, "Freedom wherefrom and freedom for what purpose?"

Freedom from all conventional limitations, from all outside compulsions. Freedom to find one's own true way and

to become what one essentially is.

For two thousand years the culture of the occident has been masculine in the political, scientific, artistic and social sense. The masculine principle has predominated with only very few exceptions. In Europe, as far as history is known, the development of culture has been male. Professions have been considered exclusively from the male standpoint.

In all ages, it is true, the mother has been an important factor in education; but only in the family. In school and public instruction the woman has had no

direct influence.

The difference of the sexes has been exaggerated, and the social functions of women have been considered inferior to those of men to such an extent, that even

to-day we are unable to estimate wherein lies the real and normal position of the

female in society.

In many countries equal political rights have now been secured for women, and women are more and more entering the professions formerly reserved exclusively This is the first emancipation of women. The second emancipation will come when the education of women has been adapted to their needs and is no longer, as in most places now, still planned to fulfil the needs of the male. When the struggle for women's equal rights began, women were compelled to pass through an educational system suited to men. The public work of women is as necessary as the work of men, and it is important that they should do their work according to the characteristics of their sex. We want female physicians, female teachers, and not only male physicians, male teachers with female names.

One of the first steps towards true education is co-education. Co-instruction and co-education are different. Co-education can only be carried out in school communities modelled on the family life. Nature has not made the two sexes to live in isolation and the separation of children

is unnatural.

It is nonsense to say that only certain types of children are suited to co-education. If there are children for whom co-education is difficult they are just the children who need the special help of co-education. Under responsible guidance they should be helped to overcome the difficulties.

Co-education in childhood and youth and then free co-operation of men and women in adult life, understanding each other and working in harmony, will bring a new era of culture to the world.

Mrs. Cecile Pilpel (Child Study Association of America)

Sex Education.

Mrs. Pilpel gave a brief account of the development of the Child Study Association of America, which, founded 38 years ago, had worked for encouraging parents

to study the history of education and child training and to evaluate their findings in the light of personal experience.

A very important aspect of this study is Sex Education, and parents often found that they themselves were emotionally hampered in answering their children's questions. These difficulties were gradually overcome by open discussion in the study groups, and the experiences of the mothers have generally been that their task in imparting sex information was comparatively easy.

It was the general opinion of the group that sex instruction should be given by the parent, but that in certain cases individual instruction might be given by

the teacher.

Mrs. Susan Platt (formerly of The Home School, Grindleford, Derbyshire)

Mrs. Platt emphasized the ideals on which the school was founded and carried

(a) An open-air education, the children feeding and working and sleeping in the open-air, thus gaining health and sanity of outlook. Boys and girls wandered at will over the hills and moors, there being no restriction of this freedom other than a promise to return at the sound of the tea bell. Open-air life solves most of our problems, as these chiefly arise from the restrictions of four walls and desks and

(b) Frankness and openness in everything; about boy and girl friendships no

comments were made.

other unnatural conditions.

(c) Freedom for all, for teachers and children, based upon a due regard for the rights of others.

There are two obstacles which always stand in the way of reaching the ideal in

our schools:—

(1) The tyranny of examinations.

(2) The tendency of the adult to assume too much authority, forgetting that boys and girls understand each other better than we older people understand them, and that they are far more capable of managing their own affairs than many of us think.

# Freedom Through Creative Art

# New Ways in Art Teaching

Dr. Karl Wilker acted as chairman for the series of lectures delivered at the Morning Art Study Discussion Group, the meetings of which were well attended.

Dr. Stefan Szuman (Poznan, Poland) gave a lecture on the self-expression of the child in drawing and the new teaching of drawing. He drew a comparison between the art of primitive peoples and the art expression of the child; both emphasise the typical, the characteristic. In the teaching of drawing an effort should be made to establish the continuity which essentially exists between folk-art The following practical and child-art. questions arise: How can education help the specific qualities of child-art to evolve without destroying them, and how is it possible to find a means of transition from naïve art to conscious art form? In the discussion Dr. Debrunner, of Zurich, raised several points in disagreement, especially with regard to the correction and analysis of children's pictures.

Frau Marta Bergemann-Könitzer (Jena) spoke on the self-expression of the child through sculpture. Plastic materials give the child the best opportunity for selfexpression, and they give the teacher the best insight into the inner life and experience of the child, for with plastic material the child can express much that it could not express in words or in any other way. Educators and doctors should therefore endeavour to learn to read and rightly to understand this plastic language of the child. In the Exhibition a series of photographs showing the stages of development in children's sculpture illustrated how slowly real artistic work evolves from primitive beginnings.

Miss Grace Cruttwell (St. Leonard's School, St. Andrews, Scotland) spoke on new ways in art teaching in Scotland.

The point of departure must be not the pencil, but colour, which is a far more fitting medium for the child. Art teaching must aim at the release of creative powers in the child. The children's drawings and pictures exhibited, some of them executed at home, quite voluntarily and without the knowledge of the teacher, show above all how the child can rise to very high technical achievement.

Dr. Paul Dengler (Vienna) spoke on the work of Franz Cizek, in existence now for thirty years. Unfortunately, it is not accessible to many people, but its influence can be widely traced. The work of Richard Rothe is of greater significance for the school. He distinguishes two types of children—those who observe and those who construct. drawing teacher should endeavour to develop these typical qualities in every child and not allow them to be divorced. Besides Cizek and Rothe he named Tatter, who emphasises the Inner, the Religious, and whose work is of great promise. In the new system of public instruction in Austria, especially, the widest scope for expression is given to every strong personality.

Dr. J. W. Mack (Hamburg) spoke in connection with the big Exhibition from Wurtemberg teachers, showing how from absolutely dead material, creative life can be evolved. He also emphasised that the child must begin with colour and not with pencil. It is not necessary to have a trained teacher, for the teacher's rôle is not to give technique but to help the child to his own form of self-expression; this does not mean that the child should not paint from nature. It is the belief in the creative power of every human being that is the essential.

Herr William Lottig (Hamburg) and Herr W. Daiber (Stein, near Nurnberg) both gave an interpretation of the work of Gustaf Britsch, which was cut short by an early death. His "Theorie der Bildenden Kunst" has just been published by Egon Kornmann in the edition by F. Bruckmann-Munchen. Above everything the teacher must endeavour to establish the desires and purposes of the child; if he wants to learn this he must not always avoid giving set tasks. There are many different methods of work, but one thought should always remain in mind: "The constant factor is the child."

Fräulein Irmgard Sander (Innsbruck) pointed out how much freedom is possible in the teaching of art, and also showed what limitations are necessitated wherever there is freedom. One of these limitations is the personality of the teacher, which is always and everywhere expressed in all children's work. For practical work it is important above all things to bear in mind the actual activities of the child.

Dr. Wilhelm Viola (Vienna) spoke of the significance of Franz Cizek's art in awakening creative powers in the child, and in protecting the child against the

adult and the school.

Dr. Karl Wilker said that only a small portion of the great domain of art had been touched; the self-expression of the child through poetry and music, through drama and rhythmic dancing, the relationship of the child to art and to play had only been indicated here and there. These aspects, too, could well have borne a full discussion.

## International Fellowship in Arts and Crafts

(The Hermitage, Wimbledon Common, London, S.W. 19)

The aims of the Fellowship were discussed briefly.

## The Bakule Institute (Prague)

Apart from the special study group which concentrated its attention on the new methods of art teaching, the whole Conference was stimulated by the Bakule Choir, whose singing brought us a new vision of the true meaning of freedom in education and of its undreamt-of possi-

bilities. Director Bakule is now worldfamous, both as a master of his art and as a teacher of the New Age. In 1919, though penniless, he undertook to prove that it is possible to awaken, even in crippled children, love of work, idealism and the power of creative self-expression. He succeeded so well that Americans declared the results of his work to be the most interesting educational experiment in Europe, and the American Red Cross forthwith presented him with a gift of 25,000 dollars. With this Mr. Bakule founded the Bakule Institute, where he gives free education to children gathered from the poorest districts of his city of Prague. Since then his Children's Choir has visited America and numerous European countries, and, encouraged by success, Mr. Bakule has conceived the of undertaking a "Children's Crusade for the Conquest of Peace."

This is to be a voyage round the world to enable the Bakule children to attract and so link together by bonds of fellowship the youth of the world. links have already been formed by the Choir's visits to the States, Germany, Denmark and now Switzerland. They were invited to our Conference at Heidelberg in 1925, and now in Locarno have again thrilled us by the sheer beauty of their artistic self-expression. Whenever these Czecho-Slovakian children sang, the theatre was crowded from floor to ceiling, yet, unawed by their audience of 1,200 people, gathered together from all corners of the globe, they lost themselves in the spontaneous, joyous expression of them-They sang with true ear, with rhythm flexible or firm, with sense of line, phrase, shading. For us their music was an event; to them it was a natural expression of things too deep for words, and uncapturable by colour, things which only tone can grasp. Mr. Bakule conducted as a master of art. As a breeze stirs the waters, so every touch seemed to vibrate through the collective soul of his Choir.

In his lecture on "Children's Life and Art," Mr. Bakule re-emphasised his con-

ception of art as an educational method. He went on to give a concrete example of the way in which his pupils' work comes into being and of how he, as a teacher, helps them to develop it. His methods are in strange contrast with the prescriptions of the official curriculum and the hammering in of information at the senseless intervals of an official timetable.

The impulse to the particular piece of artistic work which Mr. Bakule described, came from a nine-year-old boy, Sharkam, who conceived the idea of making a wooden-jointed toy kangaroo. Ruda, a fifteen-year-old girl, saw the possibilities of this idea, and decided to create all the heroes of Kipling's tales. The two of them set to work to carve out the rough shapes of Uncle Hippo, Aunt Giraffe, and the other personalities of Kipling's Elephant's Child, and gradually other children developed the idea until all the animals had been created into characteristic national figures, each in his appropriate landscape. The toy-making scheme thus led to a study of the flora of South Africa and to the knowledge of various national characteristics. afforded an opportunity of expressing newborn creative thought, and it awakened the international spirit!

In summarising the trend of all our discussions on this subject of creative self-expression, we cannot do better than stress Mr. Bakule's three main principles. He believes that every normal child possesses the capacity for artistic development, and that every teacher with the capacity to understand, is able to educate by art and to art, even when he is only an artist in education. Further, everything which contributes to man's life must form the soil in which the creative seed can germinate. Out of an education thus enriched by art will come the full

man, the greatest masterpiece of the most sacred of all arts, the art of education.

## Art Exhibition

An exhibition of art work of various kinds was arranged, which included material from the schools of many different countries.

Exhibition of Teaching Apparatus

This Exhibition, which was organised by the Bureau International d'Education, showed mainly auto-didactic material. Montessori material was, of course, among the exhibits. Mlle. Hamaïde gave a special address on the Decroly Games, which consist of a series of "lotos"; some of the games were exhibited by "Asen" (13, rue du Jura, Geneva), others in French, English and German by Nathan (16, rue des Fossés St. Jacques, Paris). The games may be used for sensorial exercises, for concentrating the attention, as well as the acquisition of all kinds of elementary ideas. material of the "Maison des Petits" of the J. J. Rousseau Institute (Mlles. Audemars and Lafendel) is for drawing, geometry and all combinations of forms and colours, for construction, and for initiation into mathematics. The following are among specially interesting "Chelsea" apparatus (Miss exhibits: Mackinder) for reading and number; the Alessandrini material for teaching number, explained in her book, "La Ricerca di Sè " (Vallecchi, Florence); the individual material of Miss Luke, of Dundee Training College. Herbinière-Lebert exercise books, based on the Decroly principles of sensorial education, presented a novelty. Waring's educational games were the only American contribution to the Exhibition. Other exhibits showed new methods of teaching music, hand-work, apparatus for teaching physics and chemistry.

# Freedom Through Environment

A great number of progressive schools were represented and most interesting descriptions given, which led to many questions and valuable discussion. Lack of space allows only of a short résumé. Any description in words would fail to do justice to these schools. depends on that elusive element for which we seem to have no better term than "atmosphere." In some of the progressive schools there is a very real atmosphere of freedom, which does more than anything to help in the development of free personalities in the children. Some schools, on the other hand, which have much to say on the question of freedom, have failed to realise this so fully in the life of the community for which they are responsible. Actual contact with the schools alone can be a test of the amount of real freedom they have found it possible to express.

Among the accounts which were given at the Conference, the contributions which applied not to one special school, but to a whole school system under State control,

were particularly interesting.

#### STATE SYSTEMS.

## **VIENNA**

Nationalrat Otto Glöckel, President of the Stadtschulrat of Vienna, said: "The change of the system of public instruction in Austria, in which Vienna took the lead, has filled the elementary The hour schools with a new spirit. time-table that mechanically divides up mental work, has disappeared, and its place has been taken by the day and week time-table for the teacher. instruction is built up as far as possible on a system of direct observation. Vienna the reading book has ago been discarded and replaced by class reading, comprising 120 standard

volumes. By them the young folks are led from the fairy tale on to the classics. Vienna supplies all the material of instruction free to the children. The school certificate, a real source of terror to youth, has been replaced by the school observation sheet, which shows the mental and physical development of the child, as well as his achievements during the eight obligatory school years.

The School Reform Plan has been carefully followed: 1926, reform of the Elementary School; 1927, reform of the Secondary School; 1928, the reform of Teacher Training will be accomplished. There will then be a basis for the over-

due reform of the High School."

Ministerialrat V. Fadrus said:-"In 1919 the Ministry of Education called together the leaders of the various departments comprising the School Reform Section. The programme that was worked out for the reform of the whole school system was put before the whole teaching body, and then a part of it was adopted each year. First of all there came the exact definition of the lines of direction, then practical experiment by about 300 experimental class teachers, theoretical work on some of the subsidiary problems in free teachers' circles, conferences, newspapers, holiday courses, then the change of the experimental classes into temporary classes, and finally adoption by the whole body of teachers, a truly democratic method of procedure. "Gesamtunterricht" (somewhat similar to Project Method), centring in life interests, gives the child a method of teaching which is suitable to his child mentality. Our new Primary School method of teaching, after a trial of six years, was definitely adopted as a plan of education for the whole of Austria in 1926."

HAMBURG. Herr William Lottig

The Experimental Community Schools since the Revolution have been working under difficult conditions. They aim at realising a free education for boys and girls, working in close comradeship with the teachers; the latter believe that freedom is the result of abstaining from action—that is, that they should be careful not to hinder the self-development of the child at the decisive moment, but should rather learn to watch and understand, and in this way to further its development.

BERLIN. Herr Wilhelm Paulsen

The development of the modern system of education in Berlin has been influenced by that of Hamburg. In Berlin a number of big free experimental schools, similar to the Hamburg Community Schools, have arisen.

THE HAGUE. Mme. Philippi Van Reesema

In 1916 the first Montessori Nursery Schools were started. After a time the Montessori Method was modified, especially along the lines of giving more opportunities for creative self-expression, free art, games, manual work. In the teachers' courses special attention is given to training teachers to study the development and evolution of children, so that they should be able to judge what methods to introduce according to the needs of the children. The Montessori apparatus does not always arouse the spontaneous interest of each child, for some types other material is required. In the primary schools Dewey, Decroly, Lightart, have influenced the methods. Every year nursery and primary schools on these lines increase, and parents demand more, and also free secondary schools. It has therefore been proved that progressive State schools are a success in Holland, providing the teachers are properly trained.

## NON-STATE SCHOOLS.

ENGLAND.

Bedales, King Alfred, St. Christopher, Frensham Heights. These have been fully described in previous

numbers of the New Era.

Ballinger Grange, Great Missenden, Bucks (Mrs. C. H. Nicholls). This school sent in one of the best of the exhibits of work in creative self-expression. Mrs. Nicholls said that Freedom was one of the five ideals adopted, the others being Love, Brotherhood, Co-operation and Service. She showed how these ideas were presented to the children in various pictorial and symbolic ways, so that even the youngest might understand. The measure of freedom in the school was not constant, but varied with the capacity of individuals. One of the great works of the school was to teach the child to discriminate between the real self and the outward personality, the essential factor in education being the training of the will to respond to inner guidance.

Oldfeld, Swanage. Mrs. E. Hickson said that it was necessary to have some idea of what life should be and educate for that. She considered life should be for service to God and man, but a joyous service. Oldfeld is an effort to reconstruct an ideal home with men and women, boys of from 7 to 14, girls of from 7 to 18. They have co-education up to 14, and not beyond. The wide curriculum of the P.N.E.U. is adopted, with freedom for the teachers to use their own methods. There are a Scout Troop and Guides, and opportunities in these for self-govern-

ment. The work of the school goes up to the standard of the London Matriculation.

#### UNITED STATES

Beaver Country Day School, Boston (Miss M. C. Breed). The school was founded in 1921 by a group of parents interested in progressive education, who invited Dr. Eugene R. Smith to be headmaster. The elementary school is in Boston; it includes the kindergarten through the third grade. The key-note is creative activity and social living, and music plays an important part. The "three R's" are begun, and history comes through the study of the primitive life of the early peoples. The upper part of the school is in the suburbs; it is a country day school and co-educational. Class organisation is along chronological lines; classes average from 12 to 20 children. There is a class teacher for each group who does all the work with the children with the exception of special subjects. The schedule is flexible. In general from 9—10.45 is given over to social activities centring round history and geography; 11-12, arithmetic; 2-3.15, English. Special classes, playground, lunch and rest fill in the rest of the day. The classroom periods can be carried on or changed as the working interest demands. There is no stated time for individual and group work. Sometimes the children may be reading about some phase of history, and there will come to them the urgent desire to do something with their They stop individual work and get material. together to carry out some creative work. If a school believes in freedom and in individual and social development, it is necessary to study the children in that light; some original and useful work has been done along this line. For fuller information see Education Moves Ahead, by Dr. Eugene R. Smith.

City and Country School, New York (Miss L. Stott). This school, of which Miss Caroline Pratt is the originator and head, puts its faith in first-hand experiences, both in play and work, as the natural method of education. For the younger children from 3 to 7 years of age, the school life consists mainly of spontaneous play, at first individual, later social play with toys and raw materials, especially blocks. Trips about the neighbourhood clear up their understanding of city activities in relation to familiar home needs, and add a growing content to their play. In the older groups, from 8 to 13 years of age, the centre of school life is some practical enterprise undertaken by the group to meet a school need, such as a store to supply classroom materials, a printing industry culminating in the issue of a magazine, a toy-making company. How the children's work in history, geography, economics, language, mathematics, grows spontaneously out of these central activities and finds expression in various art forms is told in detail in the school's published records. School publications: Before Books (record of 4 and 6-year-old children); Experimental Practice in the City and Country School (record of 7-year-old group); Adventuring with Twelve-Year-Olds.

group); Adventuring with Twelve-Year-Olds.

Ethical Culture School, New York (Mrs. M. Paine Stevens). This school was established by Felix Adler, founder of the Ethical Culture Society. The aim of the school is character building through service. It attempts to develop persons who will be competent to change and improve their environment; that is, to bring about social progress. Ways in

which it carries out this aim are:-

The general spirit and organisation of the

The freedom given to the staff.

- Definite ethical instruction throughout the
- Opportunity for concrete social service to the community. Academic credit is given in the upper school for work with neighbourhood clubs and classes.

A teacher training department which sends out yearly 20 to 25 well-equipped graduates.

Parent co-operation.

A pre-vocational high school which combines practical work with a general and ethical education. The pre-vocational school of art is already established. In the new building, to be ready in 1928, there will be also prevocational schools of business, science, and home-making. Others will follow later. There will also be a Junior College which will extend the principle still farther and from which students can go directly into the professional schools.

Francis W. Parker School, Chicago (Miss Flora A co-educational school founded on the inspiration of Col. Parker. In his own words, "Character, constantly realising itself in practical citizenship, in community life, in complete living, is the immediate, everlasting, and only purpose of the school." It contains 450 pupils of both sexes, ranging from kindergarten to college age. Throughout the school projects are used; craft work, printing, modelling, pottery and painting provide opportunity for creative self-expression. Social studies, including literature, art, hand-work, history and geography, are all correlated, and a central theme connects them. Assemblies, conducted by the children, are held in the middle of the morning and are considered to be an extremely important part of school life. Records of the school's work and experiments are published from time to time in booklet form under the name of The Francis W. Parker School Studies in Education.

Junior Elementary School of Downers Grove, Illinois (Miss L. Burton Morse) is a co-educational day school for young children from 4 to 10 years of age. New enrolments for the school are accepted only in the youngest class and the work is based on a continuity of living experiences. The school is situated in a small village twenty miles from Chicago, Illinois, so that it partakes intimately of the community and country life, while at the same time the advantages of the city, its industries and arts, are available. One of the outstanding features of the resheel is the class allience between the horse of the school is the close alliance between the home and the school, forming a community centre which has a constructive reaction on the activities of the village. The school was founded and is maintained by Mrs. Queene Ferry Coonley, of Washington, D.C., who is active also in the Progressive Education Association of the United States.

Manumit School, New York (Miss N. M. Seeds). Manumit School was started three years ago by a group of educators and men and women prominent in the labour movement in the United States, as an experimental country boarding school, intended primarily for the children of workers. Located on a dairy farm of 177 acres, some sixty miles north of New York City, Manumit is able to offer to its thirty odd boys and girls between the ages of nine

and fifteen, every opportunity for self-expression through manual activity that childish heart could desire. The key-note of Manumit educational procedure is freedom and elasticity combined with enough restraint to prevent the freedom of some from limiting that of other members of the community. The children have self-government. Instruction is carried out in so far as possible by the Project method. Special effort is made to readjust both individually and socially the child who is psychologically inhibited or mal-adjusted. Health, hygiene, oversight, creative music, all forms of art and craft work, the joy of happy play, these are only a few of the phrases that describe Manumit

life and activity.

North Shore Country Day School, Winnetka, Ill. (Mr. Perry Dunlap Smith). At recent meetings of the Parents' Educational Association at New York and Chicago attendances were so large that all lectures had to be given twice over, and this interest led to the founding of the North Shore Country Day School, a progressive co-educational day school, and of the now fully organised Parents' Assoc. which meets regularly and has drawn up a manual recording the results of three years' experimenting. The parents consider that while the teacher and child are each experimenting at their own job, the parent is only an amateur at his and needs to study in close collaboration with them. Mr. Smith found that the horror at the idea of allowing so much power of "interference" to the parents was quite unfounded, and that they were a great help to the school both in material and other ways. They had, for instance, sent him as a delegate to Locarno, and had recently presented him with \$100,000 for a new building. The social side of the work was of great importance in bringing together parents of different social

Tower Hill School, Delaware, U.S.A. (Mr. B. P. Mr. Fowler described the progressive work with special reference to that done in the Senior High School grades. He illustrated from the teaching of Latin and English how the work was brought into contact with reality, how everything was done in the spirit of research, how the classrooms were more workrooms or laboratories than conventional classrooms. The results he summarised as follows:—(1) Tremendous interest; (2) a spirit of research; (3) perspective; (4) a whole range of new attitudes on the part of the pupils, resulting in

(a) intellectual curiosity, (b) creative thinking.
Other schools described in U.S.A. were Ethical Culture Branch School, New York (Miss Goodlander), Edgewood Co-educational Boarding School, Greenwich (Miss Langley), Fairhope, Alabama (Mrs. Marietta Johnson), Walden School, New York York.

GERMANY

Odenwaldschule, Oberhambach bei Heppenheim, Hessen (Herr Paul Geheeb). The school is extremely pleasantly situated on the edge of the forest, and surrounded by big gardens and meadows. It is divided into several separate houses containing altogether about 120 girls and boys, who live and work together. Lessons are held in study groups, so that there is no need for the pupils to be attached to special classes or time-tables. Special emphasis is laid on physical culture. The proximity of Darmstadt, Heidelberg, Frankfurt make it possible to

take advantage of all the opportunities for instruc-

tion and education offered by big towns.

Wickersdorf, near Saalfeld, Thuringia (Dr. Gustav Wyneken). The Free School Community of Wickersdorf was founded twenty years ago by Dr. Gustav Wyneken, its present head. It represents a furtherance of the idea of the German "Landerziehung-" (Country Schools) of Dr. Hermann Lietz, and of the School Community of teachers and scholars co-operating in all that concerns the school. The number of pupils is about 100 girls and boys. Artistic expression in painting, and especially in music and drama, is specially emphasised. Stress is laid on the importance of education in and for a new European spirit that shall serve the common weal and the cause of universal peace.

Die Schule am Meer, Juist in der Nordsee (Dr. Paul Reiner), under the leadership of Herr Martin Luserke, separated itself about three years ago from the Free School Community of Wickersdorf. Its seclusion from the mainland offers advantages both for health and education. It is a co-educational school; the number of pupils is as yet rather small. Language teaching and dramatic expression are specially emphasised. Various pamphlets by Martin Luserke give information about the work of the school. At the Conference the school was represented by one of the masters, Dr. Paul Reiner.

Die Schulfarm Scharffenberg, in the Tegel Lake, near Berlin (Dr. Elisabeth Rotten). Die Schulfarm Scharffenberg was founded by its present head, Studienrat Blume. It developed out of a Holiday Colony of the Humboldt Grammar School (Berlin). Now the school owns the beautiful big island with its extensive acriculture, which partly maintains it its extensive agriculture, which partly maintains it. The pupils (boys only) number about 70, most of them coming from the public elementary schools. There are plenty of opportunities for private study, and there is also group work. Preference is given to Berlin scholars, because the school is administered by Berlin authorities, but the greatest freedom for development is given. The school was represented at the Conference by Dr. Elisabeth Rotten, who occasionally teaches there, and co-operates closely in its development.

Erdiehungsheim Scholes Nordeck bei Giessen, Lahn, (Studienrat and Frau Otto Erdmann), was founded a year ago for difficult children, and is directed by Studienrat Otto Erdmann, who with his wife represented the school at the Conference, as did Frau Dr. med Anna Geheeb from the medical side. The school is to remain small in numbers (about 35 children) in order to give the best individual treatment, which is a necessity with difficult children. The instruction is individual in very small groups. Unlike all other New Schools, they give no definite holidays to the children, but only a leave of absence at the special wish of the parents, and at a time suitable to them.

Landschulheim Herrlingen, near Ulm/Donau (Miss Anna Essinger), directed and represented by Miss Anna Essinger. It was founded two years ago to emphasise everything of value in New Education that foreign countries have to offer. The school community of boys and girls is still small, but the work in the Exhibition showed a fresh, promising

life. They have co-education and group work.

Das Kinderheim Herrligen (Frau Kati Hamburg),
removed in the early part of the year from Oberwihl,
has at present only small children, but will later

work with the Landschulheim, so that a strong centre of support for New Education may be formed in Herrligen. Frau Kati Hamburg is head of the Home, which she represented at the Conference.

Das Kinderheim Winkelhof, Post Markdorf, Amt Uberlingen am Bodensee (Herr and Frau Lilli Ehrlich-Landé), works in close co-operation with the Kinderheim Herrligen, which was originally a branch of it. It was founded by Frau Lilli Ehrlich-Landé and is directed by her and by her husband (who superintends the extensive agriculture); they were both at the Conference. It is a little Home for destitute children, to whom they try to give all that a family life would have provided. Both these Homes carry on social work.

Frauenlehrhof Gaienhofen am Bodensee, Amt Konstanz (Frau Gertrud Petersen), was originally a part of the oldest Landerziehungsheim for Girls at Gaienhofen; it was founded by Frau Gertrud Petersen, its present head, who was at the Conference together with a number of pupils and one of the teachers. The school teaches young girls and prepares them for the household arts as well as for social work. Special attention is given to gardening and also to hand-weaving. The school has a hand-loom, which produces some beautiful work.

## SWITZERLAND

The International School, Geneva, is not an experiment; it is a necessity. It was brought into being to provide broad, liberal, universally valuable educational opportunities to the children of the 1,500 international officials connected with the League of Nations and other organisations, and to outside children who sought this kind of instruction. Begun in 1924 with eight pupils in borrowed quarters, it now has over 100, of over 20 nationalities, with Day and Boarding Departments, an international staff of Swiss, French, German, English and American teachers, and all the other resources of Geneva to draw upon. It is co-educational, based on the progressive educational principles, greatly aided, especially at the start, by Dr. Adolphe Ferrière, and with three of its teachers, M. Meyhoffer, Mlle. Hartoch, and Miss Carswell. The school amongst the Locarno participants. hopes, because of its unique possibilities, to make a very real contribution to education, especially in international curriculum, world-wide geography, language problems, and parent interest.

Hof Oberkirch bei Kaltbrunn, Kanton St. Gallen (Dr. Hermann Tobler). A school of 60 boys in an agricultural region. Most pedagogical controversy agricultural region. is over curriculum and teaching methods, but in reality both these are irrelevant, and what matters is to impart information about nature and to give the child culture. The first is best reached, not through books but by direct contact with nature; culture can best be achieved in the same way. The elements of culture which concern a hoy under 12 are divisible into food, clothing, shelter. instance, a boy wishes to make a plate; he first makes it of ordinary earth, which is no use, then of clay. He has entered on the stage of craftsmanship which requires craftshops and craftsmen. The second stage reached by the boy in making his plate is that of art; how shall he shape and decorate it? This requires an artist's discrimination. The third stage, namely, that of science, is reached when

the boy begins to ask questions about the why of various things concerning the plate. To answer him the school must have a library and a laboratory. Such a school solves the question of moral education, for the child gets this by contact with the community and its problems and standards. The timetable of such a school cannot be made to fit into the conventional school hours. When a child is launched into the construction of his object, the momentum of his interest must be respected. A whole morning will probably be demanded.

### AGNO-TESSIN.

Signora Boschetti-Alberti spoke of the "serene school." This type of school could be introduced widely without danger. It would give children the immense benefit of freedom. While lessons, timetable and exams. would be retained, these would not be allowed to interfere with the inner development of the child. Each child should be allowed to work in his own way and at his own pace. Many illustrations were given from the Agno School; specially interesting was the illustration of a girl in whom interest and capacity for work diminished though apparently there was nothing wrong, and the parents would not listen to the warning, but thought the child was lazy. A month later the child died.

## INDIA

Santiniketan, Bolpur, The School of Rabindranath Tagore (Prof. M. Winternitz). Rabindranath Tagore founded his school in 1901 as a garden school in which the children should live like members of a family and be educated according to the poet's ideals. These ideals are:—(1) Development of the child's personality; (2) moral freedom as the goal of education to be reached by giving the child freedom; (3) teaching to be a work of love. The school is self-governed, the children elect a captain and members of the Court each fortnight. Teaching is in the open-air as much as possible; the life is very simple, the diet vegetarian and frugal. There are morning and evening devotions, free from all sectarianism and dogmatism, which create a religious atmosphere. Both art and music play an important rôle. Santiniketan is a true "abode of peace" in which the spirit of peace and goodwill and mutual understanding of all races and nations is cultivated.

The Modern School, Delhi. Miss K. Bose said that taking India as a whole the educational position was very unsatisfactory, there being only a dozen new schools in the whole country, and only thirty per cent. of the population being educated at all. The Modern School, Delhi, was started by a group of parents for 12 children, but has now increased to 70. A happy home-like atmosphere, no cramming, careful attention to health, beautiful surroundings and complete freedom have produced excellent and

remarkable results. "Education as life" has been the main theme of all the various activities.

## HUNGARY

The Home School, Budapest (Mme. Marta Nemes). Mme. Nemes said: We seek from the first to give the children (6—7 years) a basic conception of the truths they will acquire later. We profit by the needs of days and seasons. We first teach them through their own needs, by illustrations taken from their own life, then we explain to them the development of their own town, and enlarging the circle of their knowledge we speak to them of the earth. In the history of civilisation we pass from the clan to the family, to feudalism, to patriotism, to universal fraternity. Our method consists in taking an example which we endeavour to present in as interesting a manner as possible, so that it may never be forgotten, for example, the nomad. Then we show the transition, and how types are transformed little by little, according to countries and according to the main historical events. We show the resemblance of the example taken as a model to the other diverse types of humanity, so that the child can sense the harmony which underlies all that exists in the world. The child at about 9 or 10 is capable, even without the suggestion of the teacher, of understanding this philosophy of evolution. It is a profitable labour, which accustoms the child to seize the essentials amid complexity, to understand causality. A high conception of humanity and of the world is thus prepared. The child understands the relationship between the part and the whole, between his country and humanity, between himself and all other men from the distant past to the present day.

#### SWEDEN

Anna-Skolan, Stockholm, is a private day school, started in 1924, for girls from about 6 to 17. It has now 75 pupils. It works on the following lines:—
(1) Concentration—only a few subjects during a period of three weeks. For ex: history, English, art (drawing)—three weeks; geography, French, needlework—three weeks. (2) No homework; therefore there is much (3) study in the school—gymnastics, rhythmics, singing, sport, have fixed hours every week. (4) The activity of the children is encouraged as much as possible.

## TYRINGE, Hindas.

The main features of Tyringe, Hindas, which is a boarding school in the country near Göteborg, are concentration, activities, group work, self-government. It was started in 1908. It has 80 pupils, all girls. Each day is given to one theoretical subject and one practical subject; autumn, winter, spring have different curricula.

# Group Reports

## TEACHER TRAINING.

A very interesting meeting on the subject of Teacher Training was held, with Miss Allard, of Flat Bush Teacher Training School, Brooklyn, U.S.A., in the chair. Very varied suggestions were put forward by different members of the audience. Miss Chaplin, of Goldsmith's Training College, London, placed emphasis on health, artistic development, spiritual growth, and a study of the actual social conditions in the neighbourhood in which the training college is situated. Mr. H. C. Dent, of Brighton, Hove and Sussex Grammar School, suggested a five-year course, half given to observation, half to study, including an intensive study of the psychology of learning processes. Professor Ed. Claparède, Professor of Experimental Psychology at the Jean Jacques Rousseau Institute, Geneva, emphasised the necessity for a biological and psychological understanding of the child. Mrs. Beatrice Ensor, who said her remarks applied to England, spoke of the need for abolishing any differentiation between Elementary and Secondary School Teachers, both as regards training, status, and also distinctions between private and State schools which affect teachers' pensions. Every five or seven years, while working in the profession, a teacher should have the opportunity of taking time off on full pay to study what other schools are doing. Mrs. M. Paine Stevens, of the Ethical Culture School, U.S.A., said that one of the main things in a training college is direct work with the child. Mrs. S. Platt, of London Day Training College, emphasised the need for a cultural background. She said there was a hope that after 1929 the Board of Education in England would give up the academic inspection of training colleges, which would be linked up with the universities. They would still inspect the practical

work of the students. Other speakers were Mr. H. Harap, U.S.A., Mrs. Marietta Johnson, Fairhope, Alabama, U.S.A., Nasgaard, of Copenhagen, Miss Gillette Hardy (Vice-President of the Teachers' Union, N.Y.), Dr. Petersen, of Jena, Mr. B. T. Thaker, of India, Miss Olive Wright, of London, and Mr. Joseph Wicksteed, of King Alfred School, London, who outlined his scheme for teacher training given below.

Mr. J. H. Wicksteed (King Alfred School,

London)

It has been felt by headmasters and headmistresses, both in Europe and America, that there is difficulty in procuring teachers thoroughly conversant with the modern approach to educational problems, more especially in the matters of free discipline and individual programmes. This can only be learnt by studying the methods and absorbing the atmosphere of schools where these are the established usage.

London is in many ways the ideal centre for students wishing to combine such specialised training with the study of almost any branch of learning or The large number of investigation. schools in the London region pursuing various forms of advanced education offers a full opportunity to those desirous of gaining a completely comprehensive view of modern methods and theories.

In the future it is to be hoped that there will be a fully established new education college, connected possibly with London University, but in the meantime it has occurred to certain members of the King Alfred Society that their school in Golders Green might be of great service as a nucleus of a study and training centre for those wishing to gain practical experience as well as theoretical knowledge of the methods and the ideals animating the New Education.

Enquiries and suggestions may be sent to King Alfred School, Golders Green, London, N.W. 11.

## THE INTERNATIONAL INSTITUTE, COLUMBIA UNIVERSITY, NEW YORK.

## Dr. M. Del Manzo

The Institute exists primarily to help foreign students who come to Teachers' College to study. Its secondary purpose is to make available in English, as completely as possible, all information in regard to the educational situation throughout the world.

The Institute is primarily concerned with the training of foreign students, but it has also a deeper purpose. occupied also with questions of democracy and education, especially since the world war, and it is always interested in the problems of public education.

## Foreign Studies

During the past year several members of the staff conducted investigations in foreign lands. Dr. Kandel spent the entire year in Argentine, Brazil, Chile and Uruguay making an investigation of secondary schools, and Dr. Thomas Alexander devoted some months to the study of teacher training institutions and experimental schools in Germany and Austria. During this period he also gave assistance to several American students conducting investigations and research in several European universities. During the same period the Director of the Institute had charge of a survey of the public school system in Porto Rico, the results of which were published in Volume VIII. of the Institute's publications. He followed this by a study of the school facilities afforded American children in foreign lands, which involved visits to India, Japan and Korea among other countries. He also made a second investigation of the educational work being done by the Near East Relief Association in Palestine, Syria and Greece. There were also included on this trip two studies of practical education in Albania, one a trade school supported by the Junior Red Cross, the other an agricultural school.

Experiments in Public Education

While the Institute is concerned with the new education problems, such as those touching educational advance, it is interested especially in those of public education; for instance, governmental changes that affect education. Take, for example, the Austrian situation, where the change of government meant a sweeping change of elementary education. We have been watching that situation with great interest. Now, only yesterday, a Bill was passed by the Austrian Parliament putting the new education into the secondary schools as well. The development of new training institutions for teachers is also an important reform in Prussia.

Again there are questions of finance and equality of opportunity. If any country finds a good way to finance schools, other countries should profit by it. The Prussian system, by which the parent of a child in a secondary school pays on the basis of his income, demands study. Recently the Mexican government also undertook to establish a new type of rural school throughout the country, reaching a population hitherto without educational opportunity.

## Educational Advance in U.S.A.

It is important also to make available to other countries what is being done in the United States. The United States is perhaps a forerunner in the science of education. It is of interest, for instance, to know of the progress being made in curriculum study in Denver, Colorado. For several years this has been under Experts have been brought in, teachers have made special studies, experimental schools have been started; the aim is to make curriculum revision There is the work of Dr. continual. Washburne, of Winnetka, or the experimental studies of Dr. Rugg, of the Lincoln School. This work in the social studies reaches out into three hundred school systems.

The reorganisation of the public schools is also significant, by which, instead of the 8-4 plan, according to which there are eight years of elementary school and four years of high school, we have the 6-3-3 plan, by which we have six years of elementary school, three years of junior high school and three years of senior high school. Then there is the study of mental tests and educational tests, one phase of which is of particular interest to Europeans, that of the improvement of written examinations.

Scientific studies have been made in reading, e.g., the work of Dr. Grey in Chicago on eye movements or that of Dr. Horn on the analysis of the reading process and the setting up of a new reading method. He has emphasised the difference between silent and oral reading, between the work type and the

recreatorial type.

Again, the work in the field of spelling illustrates economy in time of teaching. Formerly in America we devoted eight years to teaching children spelling, teaching them some twenty thousand or more words poorly selected. To-day we teach them only 4,000 of the most crucial words.

## The Teacher

The Institute's policy with regard to foreign and American education is to begin with the teacher, making him the centre of our educational work. think we are right in concentrating on the teacher of to-morrow. The young student is the chief concern. Last year the Institute had 350 foreign students from fifty-one countries and tried to give them a scientific idea of what America is doing. Sometimes these students are helped financially. A special course has been devised, known as the "fundamental course," in order to make possible the greatest gain for the student. Last year the Institute financed entirely ten students from the following countries: Chile, Bulgaria, Hungary, India, Czecho-Slovakia, Germany, Russia and Turkey.

After a year we see how similar our

problems are and how different our methods and solutions. We are convinced that every land has much to learn from other lands, and a contribution of its own to make. The important gain is a wholesome international attitude.

The Institute exists also for the American teacher. It is created to help him to know what is going on abroad. A new course, organized by Dr. Alexander, was offered this spring on the new schools of Europe and America. We publish a year-book giving accounts of educational institutions. In the last two years we have published the following books through the Publication Bureau of Teachers' College, New York: W. F. Russell's Schools of Bulgaria, Kandel's Reform of Secondary Education in France, and French Elementary Schools, a report of the survey of the educational system of the Philippines, and the report of a survey of public education in Porto Rico by Paul Monroe and his survey staff.

We also gather in our library educational publications from all over the world. We have a collection of textbooks from many countries. This material is available to teachers. They may see the beautifully illustrated readers in use in American schools. We also gather and exhibit school work done by children in the different countries.

We shall co-operate next year with a teacher group visiting from Germany. The Central Institute, Berlin, desires to bring a group of teachers to the United States to visit outstanding schools, to study American education. group of German educators is desirous that some American teachers should visit Germany. We shall assist in both visits, but we are insisting that only competent teachers be enrolled. Previously we had done little in the field of teacher exchange. This may prove a very beneficial method and produce results of great value to both countries educational concerned.

The Institute seeks to assist the worthy,

young, qualified and promising teacher, for the exchange and contacts of such young people early in their lives and at the beginning of their service is of untold value to the education of the immediate future.

## THE MEANING OF FREEDOM.

Mr. B. T. Thaker (Sharda Mandir, Ahmedabad)

Mr. Thaker drew attention to the words that appeared on a preliminary announce-

ment of the Conference:—

"Teachers need to study the art of true freedom, which comes not from unrestraint but from the right inner control. It is our aim to discover the principles of this art of freedom both for the child and for the teacher. New methods and many theories are useless in education if the teacher has not attained to a measure of inner freedom."

The speaker suggested that these words should be pondered over. We have at present before us a number of methods and many ideas about the various phases of education. Many of them show us the way to increase our knowledge, to know more about the world we live in, but do these methods and ideas really prepare real men and women, really free individuals? Before we reply to this question we must know what is freedom. general idea of freedom is a completely uncontrolled state of physical movements, of mental thoughts, of intellectual pursuits and of the full satisfaction of the cravings of the human ego, i.e., "I-ness." Does this mean a real conquest for the human soul?

We know that a vast store of knowledge from without cannot make us free. Real freedom consists in the complete mastery of oneself from within as well as from without. No doubt we try to assimilate for ourselves and to give as much knowledge as we can, but is that sufficient to make us really free, is it all that we can do for ourselves and those for whom we undertake responsibility? We give them this knowledge in order that they may become masters of the situation in which

they are placed. We arm them for the great battle they have to fight single-handed in this vast world. But do we shield them, do we show them ways of protecting themselves from all sides—from without as well as from within?

One of the greatest religious books of the Hindus, The Bhagavad Gita, says:—
"The self is the friend of the self—the self is the enemy of the self." Do we make of ourselves an enemy or a friend? Our self is an enemy to us when our material nature asserts its ascendancy over our spiritual nature. The slaves of self will always be tempted to make slaves of others, and thereby sow the seeds of disharmony, discord and disunion.

There is neither the possibility of peace nor happiness so long as our education does not put this all important point in the forefront in all our educational activities. The knowledge from without will strengthen the body, will sharpen the intellect, will increase the ego or "I-ness," but it will not lead to real freedom. Therefore this key to freedom—the self-restraint, "the right inner control"—should be rightly studied and

properly applied.

## OBJECTIVES FOR SECONDARY EDUCATION.

William Rutherford (Principal, Galt Joint Union High School, Galt, California, and representing the California State Teachers' Association and Council of Education (30,000 members), and the California State High School Principals' Association)

Education in California

The public school system of the State of California is constantly changing its curriculum to keep abreast of the times, and no limit to expense is considered when there is shown a true need for the use of new ideas. Under State and Government law all children are educated free and provided gratis with all materials for instruction, and pupils are also given free motor-bus transportation to and from school. There is no class distinction whatever in any of the school systems. All schools, except the

few private ones, are maintained by the various towns and municipalities. old 8-4 plan is being rapidly replaced by the new 6-3-3 plan, which gives six years of elementary work, three years of junior high, and three years of senior high. Then still a newer idea is the Junior College, which has made rapid strides in California. This institution gives two full years of college work based upon the same management as our elementary and high schools and controlled by the city boards of education. No finer example of this type of school can be found than the magnificent new Sacramento Junior College at Sacramento, California. A recent announcement made by Lelan Stanford, University of California, one of America's outstanding educational institutions, that they intend to have only upper division or junior and senior year work shows the sincerity on the part of the educators of California to meet the new emergencies and problems of the present day.

In so large an enterprise as is the instructional programme of secondary education of to-day in America, it is of the utmost importance that the agencies and activities employed shall be directed toward clearly defined and worthy goals. These goals, when stated, will reveal our philosophy of secondary education and will show the way by which the instructors and students may be directed.

From an extended consideration of the interests of both adolescents and adults in American life to-day, it is here proposed that the secondary or high school should direct the curricular and extra-curricular activities of its student body in developing abilities in the following ten spheres:

(1) Developing Physical Fitness. Information on healthful living, with an appreciation of the ideal of a sound mind in a sound body, conducive to personal health habits of a high order gained through the conscious application of the principles of hygienic living in a scientific health programme.

(2) Applying Fundamental Processes to Scientific and Social Phenomena. An increased command of the fundamental processes, extended to include English, foreign languages, mathematics, and the language symbols of the fine arts, with an appreciation of their importance, together with a realization of the need for skill in their application to scientific and socially worth-while situations provided by the subject matter and the social programme of the school.

(3) Discovering Interests and Aptitudes. Information on the pursuits of mankind, with a variety of experiences gained through doing the ordinary unspecialized tasks in one's daily activities and through the prescribed cultural and prevocational contacts of the school, thus giving a basis for educational and vocational

quidance.
(4) Using Native Capacities to the Maximum. Information on, and practice in, forming habits of developing to the full one's physical, mental and moral resources, thus securing for the individual, through self-directed projects, maximum development in resourceful living.

(5) Preparing for Economic Independence or Advanced Training. Proficiency evidenced by acquiring vocational skills, or by meeting entrance requirements for technical or academic schools of higher rank.

(6) Participating in Diversified Aesthetic and Recreational Activities. Information on a variety of aesthetic or recreational activities, together with an appreciation of their values for post-school leisure hours gained through habits of participating in many such school group experiences.

(7) Evolving High Standards of Conduct in Personal and Group Life. Knowledge of responsibilities implied in group membership, gained through habits of co-operating in worthy school enterprises, with information on social customs, regard for high moral standards, habits of responding in socially approved ways to the stimuli which group life affords, developing thereby group consciousness, respect for established laws, strong

ethical character, reverence towards God, with practice in stimulating others to their best efforts in improving existing standards of personal and group conduct.

(8) Contributing to Worthy Home Life. An appreciation of home-making ideals through a knowledge of worthy examples, with practice in developing habits of skilful performance in many units of activity essential to the enrichment of home life.

(9) Evaluating the Past in Determining its Contributions to the Present. Information on peoples and events in the past, with a sympathetic understanding of their contributions to human progress, tending to the habitual interpretation of racial or national group in terms of the

then existing standards.

(10) Understanding the Significance of Larger Group Relationships in the World Information on the family, religious, economic, industrial and political relationships of the peoples of the world at large, learning thereby the mutual inter-dependence of individuals and groups, developing an international consciousness with broad, sympathetic understanding and tolerance for the views of others, as well as recognition of various phases of social progress.

## LOCAL GEOLOGY

William Platt (Author of "A Popular Geology,"

Some interesting excursions were made by the Geology Group in charge of Mr. Platt. The Tessin valley and hills were explored. The river deltas were discussed and it was noted that the Ticino river had already filled in twenty miles of Lake Maggiore, twenty miles of the original sixty! In 100,000 years will the entire lake be filled in with alluvial deposits? Attention was paid to valleys of different types, to problems of elevation and erosion. The great Rhone valley was shown to be quite of a different character from such valleys as those of the Reuss or the Ticino, through which the railway passes to and from Locarno. Ice action and erratic boulders were also discussed. In connection with these, Mr. Platt dealt with legends arising from strange stories, i.e., tales of giants, maidens, human sacrifice, stones that grow bigger as the years pass, and so forth-a fascinating aspect. In such folk-lore and fairy tales lay the beginning of our human curiosity as to origins, that is, the beginning of science. Even to-day science is not devoid of fairy tales! The fossil record was discussed, with its sublime message of progress, and despite one or two dissentient voices it was agreed that the upward tendency towards greater mutual help and love was undeniable.

Dr. A. Ferrari (Director of the Scuola Normale, Locarno)

Dr. Ferrari placed his expert knowledge of the Tessin district at the disposal of the Conference. He explained that the uneven nature of the Tessin region is due to the Alpine structure, to the nature of the substratum on which erosion has taken place (a factor to which we owe the majority of the Tessin valleys) and to the climatic facts which have conditioned the erosion itself. The valleys, very deeply cut and presenting a regular profile, are nearly all of "gneissique" rock which is very resistant and produces sand when it disintegrates. This is one of the reasons for the very clear character of the Tessin rivers.

BULGARIA. Dr. D. Katzaroff

In Bulgaria we consider that the essentials in the New Education are not new methods of teaching and organisation, but a new attitude to the whole problem of education; what is needed above all is a new type of educator with a new understanding of the three fundamentals of education—the child, the educational environment, the teacher himself. The teacher must see in each child a being of infinite possibilities of development; he must understand that it is not only the technique of education that has to be changed, but the whole atmosphere. An unbounded love for the child as child, with all his qualities and his defects, is a first essential for the teacher. The teacher must strive constantly towards his own moral growth, must seek to find inspiration in others, but not to copy them. In his class he must create an atmosphere of sincerity, frankness, confidence, simplicity, kindness, joy and reciprocal esteem, in an environment as close as possible to life and nature. He should never appear before the children with the intention of putting before them a piece of work prepared in every point, but should leave place for spontaneity. To achieve these things the teacher must free his own personality. These ideas we are trying to spread, and also to help those who are converted to this way of thinking to put them into practice.

DENMARK. Dr. Sigurd Nasgaard

The Free School Movement in Denmark has been built up on the ideas of N. F. S. Grundtvig, put into practice by K. Kold. There are 60 People's High Schools, about 300 free schools for children, and about 50 schools for adolescents. These are nearly all peasant schools, supported by State and local bodies, but not controlled. Once a year in the children's schools there is an examination in the children's schools there is an examination in the main subjects, but otherwise they have no examinations, marks, diplomas, nor orthodox lessons. These schools were becoming traditional when the Montessori Movement came to Denmark and began to renew the free schools. At Egelundsskolen at Frederikssund, a boarding school, the headmaster, J. Rosbach, is trying to give the children complete freedom. They can sleep out or in the house; they can swim, go in the forest, work at their gardens. The experiment is only nine years old but it is very promising.

#### FRANCE

Madame Guéritte. The New Education in France. Mme. Guéritte said: The new experiments in France have been conducted chiefly for children from

8 to 12. I wish to call attention especially to the work done by Mons. Profit in organizing the cooperative scolaires and the work of Cousinet in organizing group study. The Co-operatives were free groups of children formed within the school, freely electing their own head for the purpose of making their schools better. The children succeeded to an astonishing degree; they collected money and interested people in the schools far beyond what had been hoped from the experiment, but the important thing was the social and co-operative experience they received inside the frame of the old school without any change in the curri-Mons. Cousinet's contribution was his realization of the social sense of the children. allowed them to organize for study just as they would organize for play—letting them be free, letting them choose their own associates, their own programme and organize it. Cousinet knew that the social need of the child must be met. The result of this experiment is a type of school in which the child rather than the teacher asks the questions, and a result which I think few people would expect from a school that is so much freer is that the children work far harder, wish to work harder, ask far more of themselves and others than any adults would dare ask of them. They frequently ask us questions about things in which we should not have dared try to interest them, and yet they are really interested. You would not, for instance, think of giving a five-year-old boy a lesson on the thermometer and its working, but a five-year-old boy in such a school asked me just this question, and so I answered it. Again, you would not dream of expecting an eight-year-old boy who could not really read or write to work three and a half hours typing a letter. But such a boy of his own accord did just this thing. He had dictated the letter to me, and he decided to try and copy it on the typewriter. It took him three hours and a half, but he stuck to it, and he had begun over again three different times because he was not satisfied. That is the kind of thing no one would dare ask of a child. We find it encouraging to see what children will do when they are left free, children who are well and normal. Frequently they do things we do not dream they could do. A six-year-old boy, for instance, asked me for some material to make a costume. This child had no pattern, as far as I know he had never seen a pattern but as soon as I gave him the seen a pattern, but as soon as I gave him the material, he lay down on the floor and began cutting himself a pattern for the trousers—here it is—
(Madame Guéritte displayed a remarkable piece of work); you see it is really quite astonishing for a child of six, and he cut his trousers by it and also made himself a top part and paraded around that evening all dressed up in his costume. In Cousinet's school the children work in freely chosen groups of three or four at any work they like—writing, spelling, geography. I wish to say here that our idea of liberty does not include the liberty of working badly. We have a tradition of good work in France which we value highly and cling to, and we hold the child up to the standard of doing his best. The child, moreover, wants to do his best. We do not impose an artificial standard upon him; we merely require that he shall do as well as he can. We have found that in these free schools where children work in freely chosen groups, they ask more of themselves and each other than

we would ask of them. Also in each group there

is usually a specialist, and the whole group benefits by her special skill or knowledge.

A number of small experimental schools for children are being started. They are all co-educational with the second the Mainer of the second th tional. The best of these is the Maison des Enfants at Nice."

## La Nouvelle Education

"Our Group for the New Education has been for the last few years busy propagating the ideas of the New Education. We have followed the lead given by America through their Child Study Associations and Parent-Teacher Associations. We publish bulletins and a paper La Nouvelle Education. We have tried to do something also to improve children's books. Unfortunately very many of our children's books are badly printed and illustrated. We refuse to carry any announcements of children's books that do not come up to our standard in this respect.'

## The Public Schools of France

Mlle. Maucourant (Directrice de l'École Normale d'Institutrices, Strasbourg)

The Écoles Maternelles (for children from 2-6 years) place special emphasis on play and song. The teachers in these schools find their inspiration in Rousseau, Froebel, Montessori, Decroly. The decoration of the rooms is the work of the little ones as well as of the teachers. The Department of La Charente recently gave 1,000 chairs to schools which still had benches. The children can go and come as they please. They gather into groups to make things; they draw freely, and sing, as they work at their favourite manual occupations.

From 6—13 years there is the free elementary school for all. Co-education is increasing in schools of lesser importance; resistance comes not from the authorities but from the public who are attached to

the old ways.

The authorities encourage experiments in new education such as those of M. Cousinet, inspector at Sedan, and M. Profit, originator of the first educational co-operatives. M. Lapie, Director of Primary Education, has repeated in his official instructions that the school must be active. It is not the pupils' part to listen, to imitate passively, but to be active with the hands and above all with the mind, to ask questions of the teacher. Certain visitors to these schools have thought that the discipline was not good because the pupils speak without being called upon by name. The discipline is free. No kind of corporal punishment has been allowed for 50 years.

The upper schools offer free education to all who wish to take it. Bonuses make it possible for poor families to manage without their children's earnings. The upper schools give adolescents a choice between general culture, industrial, commercial and agricul-

tural training.

In the Ecoles Normales the future teachers are given both a theoretical and a practical training, which includes the use of the Binet-Simon tests.

Les Ligues de Bonté Internationales

Mme. Eugène Simon, who was unable to attend the Conference, sent an account of the work of the Ligues de Bonté. The members of the League think of their faults every morning on waking and resolve to perform kind acts during the day. At night they consider the results of their endeavours and put them in written form, but unsigned, into a box in the schoolroom. These anonymous records are read out in class, with good effect in the formation of character.

## THE JUNIOR RED CROSS, AUSTRIA

Dr. W. Yiola (Vienna)

In striving for a better world the Junior Red Cross begins with the children and does not try to influence the adults to any great extent. The Junior Red Cross plays a large part in the life of the children. Among its good works the following are prominent:—(1) Instruction in hygiene (in the form of a play, "The health game"), (2) International school correspondence, over 500 schools in Austria corresponding with foreign schools.

#### EDUCATION IN LIBERIA

The Hon. B. W. Payne (Secretary of Public Instruction, Liberia)

A pressing problem arose in America between 1812 and 1860 through the presence of nearly 60,000 free negroes and nearly 700,000 negro slaves. The "whites" were anxious to get rid of the free blacks," the "blacks" on their side were anxious to get away from the oppression from which many suffered in America. These conditions were the underlying causes of the colonization of Liberia.

In 1816 the Colonization Society was founded in Washington, and under its auspices Liberia came into existence in 1820, and was declared an Independent Republic in 1847, unfurling its National Ensign, "The Lone Star," in 1848. (The area of Liberia is about 43,000 square miles, population about three million, including both civilised and un-

civilised elements.)

Education is compulsory but the system suffers from insufficient funds, inadequate school buildings, lack of teachers, and more especially of trained teachers. Schools number only 163 and teachers only 290 (for a population of three millions!—Ed.). The two chief objectives of education in Liberia are the preparation of the children for complete living in their own special environment and the creation of a national consciousness and national solidarity which will weld the various linguistic and social elements into a homogeneous social unit with a common purpose, spirit and civilisation.

PALESTINE. Mr. Mosché Gordon, Delegate of the Jewish Educational Organisation "Tarbut" in Poland.

There are Jewish schools (Kindergarten, Elementary Schools, Grammar Schools, Training Colleges) in Poland, Lithuania, Roumania, Lettland, Esthonia and Bulgaria, and their number is increasing. The educational principles of all these schools are the following:—

(1) The schools are all secular; they are co-

educational.

(2) The language used in all subjects, except in the teaching of the national language, is the

living Hebrew tongue.

- (3) The schools seek to educate Jewish people who shall be different from their predecessors, no longer intellectually developed only, but capable of productive, physical, independent work.
- (4) The schools are based on the principle of the value of Jewish and universal culture, the

independent work of the child, development of its creative powers and the deepening of the feeling for community life on a social and ethical basis.

The Jewish schools are closely associated with the national Renaissance movement known as "Zionism," the aim of which is to bring back the Jewish people to a natural productive life and give it thus a place in the rhythmic harmony of mankind. The schools emphasise the self-activity of the child, through hand-work, physical development and community life.

Polish Messianism and Education. Prof. W. Lutoslawski (Poland)

Polish Messianism is a new conception of life, created since 1830 by Wronski Mickiewicz, Towiaúski, Cieszkowski, etc., most akin to the French spiritualism of Maine de Biran, etc. The methods of Polish Messianism may be applied in schools; they inspire the activity of the great Polish educator, Jozef Stemler, the Director of Macierz Polska, a great Polish educational organisation.

#### RUSSIA

Dr. Lucy Wilson gave an extremely interesting lecture with slides on Russia. She said: The Russians are among the most informed of peoples on educational matters to-day. Their scientific council has sent for information on projects, on the Dalton Plan, on Winnetka and every modern movement. When I was in Russia two years ago they were trying out the Dalton Plan in a thousand schools, trying it out as a tool, intelligently, flexibly. They have a wonderful programme for elementary and secondary schools. Their idea is that every child must know nature, work in cooperation with each other, and understand human relations. She spoke of the wonderful condition of the museums, and the great interest taken in them. The slides showed among many other aspects of educational endeavour some of the splendid child welfare work in Russia.

## SOUTH AMERICA

During the Conference M. Ferrière read a paper by Señora G. de Rezzano. With the sympathetic help of the Minister of Public Instruction, Dr. Antoine Sagarna, and the Inspector General, M. Pascual Guaglianone, L'Ecole Normale No. 5, a State School in Buenos Ayres is doing some very interesting work. The ages of the children are from 6 to 9. As far as possible the children have been freed from external discipline and are allowed to develop in free activity in contact with the things that awake their interest; the teacher acts as a guide who helps them to find the right way to the realisation of true freedom. The orthodox school furniture has been discarded and the classroom has been made to look as much like a nursery as possible. The children are supplied with materials for learning to read, write, count, draw, etc., without the direct intervention of the teacher. There is no artificial division of time; each activity lasts as long as the child's capacity and pleasure require, and provision is made for every centre of interest. The only form of emulation is the wish of each pupil to surpass himself. Intelligence tests have been adopted. The results of this experiment are very satisfactory and have aroused much interest in scholastic circles.

Public Education in Rio de Janeiro Miss L. Lacombe (Brazil)

A film illustrating education in State Schools in Rio de Janeiro was shown by Miss L. Lacombé. Special attention is given to the health of the scholars, weakly children receiving Rollier sun-baths, and classes are held in the open air. The pupils are taught by direct contact with subjects that will concern them in later life. They study details of agricultural processes; they visit interesting buildings (gasometers, commercial exhibitions, etc.); they are encouraged to read in the school libraries, of which eight have been given by the Rotary Club. The parents are closely linked with the work of the schools.

#### SPAIN

M. Ferrière read a paper by Señor Lorenzo Luzuriaga on "Team Work."

The orthodox division of pupils into classes is caused by the desire to make them present as much intellectual homogeneity as possible; the passivity of the scholar is the inevitable result of this arrangement. In the "New Schools" on the other hand, both pupils and teachers form a vital community; the artificial unity of the class is replaced by the real unity of the group. In the "Ecoles Actives" the centre of the school life is the self-activity of the child. Among younger children this takes the form of play, among children from 10 to 16 years when education should stimulate to effort and adventure, it takes the form of sport, which is pre-eminently "team play." In the team each individual has a separate function, but at the same time he forms part of a living entity, thus maintaining a perfect balance between the initiative of the individual and that of the group. The team is also the basis of modern industrial and agricultural life. It thus presents an "embryonic community" as Dewey prescribes.

In the New Schools the senseless homogeneity of class divisions is replaced by a vital differentiation into groups, each of which is entrusted to a single teacher; in public schools where the number of pupils is too large to allow of this, one teacher is responsible for several groups. An average class of 40 pupils is divided into five or six groups or teams, each of which is formed spontaneously following the tastes and preferences of the pupils themselves. The teachers' part is to correct any qualitative or numerical inequalities that may arise among the groups. The methods of working cover three alternatives: (1) The pupils can be given complete liberty to choose the subject of their work (Cousinet's method); (2) they can be set a definite task (Dalton plan); (3) the teacher may have a very wide elastic plan of work, incorporating the basic things which form the essentials in our culture; the way of developing these subjects is left to the children themselves. This third plan appears the best.

Each team is engaged in different work; emulation comes not from personal motives, but from the task itself. When each team has chosen its subject from those suggested by the teacher, it is responsible for carrying through the work. In the initial stages the teacher may suggest some plan of work but he must be careful not to intervene too much, and should be rather a counsellor than a director. In the course of the work the group will take shape, and become a team; the pupil with the most marked qualities of

leadership will be recognised spontaneously by the children, and each pupil will undertake that part of the work for which he shows most taste or aptitude. It is impossible to indicate at all rigidly the method of work, for this depends on the type of school, the circumstances of place and time, but the "Project Method" may be specially mentioned, also the methods of Decroly, Montessori, Winnetka.

The work of each team remains on view in the school, for it is by their communal work and not by their individual capacity that the teams are judged. The groups forming each class should not remain isolated, but should be in constant touch, and in like

manner the classes should maintain contact.

Mlle. Hamaïde spoke of Dr. Decroly's material; M. Ferrière presented reports on "Self Government" and Mlle. Alessandrini's material; Mlle. Gougoltz, Professor in New York, spoke on the Dalton Plan. M. Ismet, Inspector of Primary Education at Smyrna, gave an account of the wonderful progress in education made by Young Turkey. When the reforms were being made, the Government invited John Dewey to come and study the programmes on the spot. Public instruction has been completely decentralised, new techniques are studied in experimental schools and generally adopted

if they are recognised as good.

M. Lemes, Director of L'Ecole Normale at Coïmbra, spoke of the difficulties facing scholastic reforms in Portugal; there have been forty Ministers of Public Instruction since the foundation of the Education is not yet compulsory, and Republic. material equipment is precarious. Mme. Radlinska dealt with the question of books in education for freedom. Sports and passive methods of gaining knowledge such as the cinema and the wireless are tending to replace the book, an active agent of education. The book is an indispensable factor in the perfection of an individual. New Education must form educators capable of comprehending the psychological affinities between author and reader, of giving the latter guidance in acquiring the key to the treasures of the human spirit. The Conference of Polish librarians which will meet in December will consider the question of young people's reading.

M. Claparède spoke of New Education and the psychology of the child. Are free citizens formed by freedom? Freedom means self-development without external constraint, that is through inner discipline. To achieve this, the individual must be given opportunity to choose, judge, to have responsibility. child needs to learn the habit of reflecting. develop his moral consciousness he must be placed in a social environment founded on solidarity and co-operation. What we want him to do must be associated in some way with his needs; we must try to make him want to study, to do this or that.

Professor Asbukin, Director of the Neuropsychological Institute of Moscow, through Mlle. Hartoch, gave some report of the system of education in Russia. Education is active and "complex"; they have self-government from eight years onwards. At 12 years they have the Dalton Plan and the centre of interest. Education is free and compulsory up to 12 years, though thousands of destitute children still elude it. Herr Geheeb said a few words on the Odenwald Schule, and his address was followed by

an interesting discussion on co-education.

Dr. B. Kielski, head of the Polish Curriculum Department, spoke of the present organisation of public education in Poland, the tendencies noticeable in its programme of studies (democratic spirit, activity, intensification of studies, moral and social education), and the training of teachers and professors. He gave figures to illustrate the progress and development of education in New Poland. M. Maso gave an account of several experiments of education through play and measurement of school work in Catalonia.

Herr Emil Jucker, Regional Secretary of Pro Juventute, Ruti (Zürich), spoke on the organisation of help for the problem child. By helping the

problem child we are also assisting the normal child and the teacher, for the abnormal child is often the greatest obstacle to freedom in the school. The task is a double one; (1) single cases must be assisted, and (2) the atmosphere in which the problem child lives must be changed. The organisation "Pro Juventute" works through the press, lectures, exhibitions, personal approach, to make known the needs of the problem child. In this way the attitude of the social community towards his difficulties will gradually be changed. Further information about the organisation can be obtained from the Central Secretariat, Pro Juventute, Zürich, Seilergraben 1.

## INTERNATIONAL NEW EDUCATION FELLOWSHIP

HEADQUARTERS: 11, TAVISTOCK SQUARE, LONDON, W.C.1.

## FORMATION OF SECTIONS AND GROUPS.

National organisation of the New Education Fellowship may take one of the following forms:-

- (1) A single Representative working for New Education, recognised by the International Council of the New Education Fellowship.
- (2) A Group working for New Education, affiliated to the New Education Fellowship. An affiliation fee for the whole Group is payable in January of each year to the International Headquarters, the amount of such fee to be decided by the Group itself. Application for affiliation must be renewed at the end of two years.
- (3) Where several Groups are working for New Education in any country, it is possible for more than one Group to be affiliated to the New Education Fellowship.
- (4) A National Section, which must fulfil the following conditions:—
  - (a) Each Section shall be completely autonomous. It shall accept the principles and aims of the New Education Fellowship, but shall be responsible for its own internal organisation. Each Section shall fix its own subscription to national headquarters, to which Groups may be affiliated.
  - (b) It must have a Committee of not less than five, including President and Secretary, consisting of people well-known in educational circles, and representative of different aspects of educational work.
  - (c) It must furnish once a year in January a full report of activities to the International Headquarters.
  - (d) It must forward once a year in January to the International Headquarters an amount representing 10 per cent. of each member's subscription (exclusive of the magazine).
  - (e) A representative elected by each national Section shall sit as a member of the International Council. If in any country there are both a magazine and a Section, the editor of the magazine shall also sit as a member of the International Council; this may be in addition to the representative of the Section, when the editor and the representative of the Section are not one and the same person. If in any country there is a magazine but no Section, the editor shall sit as a representative on the International Council.

#### AFFILIATION OF MAGAZINES.

Every magazine affiliated to the New Education Fellowship shall comply with the following conditions:—

- (1) In each issue it shall print the principles and aims of the New Education Fellowship in a conspicuous place.
- (2) It shall be provisionally accepted for a period of two years, during which time it has the right to say that it is affiliated, affiliation to be finally ratified at the end of two years.
- (3) Where the magazine is in any language other than English, French, or German, it shall print a résumé (not less than one page) of the contents in English, French or German.
- (4) No affiliated magazine shall accept any article which has a sectarian, political or any other purpose than that of New Education.







